DOCUMENT RESUME

ED 097 484 CE 002 251

TITLE Framework for Home Economics Related Occupations.
INSTITUTION Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.
NOTE 136p.

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS Career Ladders; Career Opportunities; Clothing Instruction; *Curriculum Guides; Elementary Education; Foods Instruction; *Home Economics Education; Home Management; Human Services; Occupational Home Economics; Secondary Education; Special Services; *Teacher Developed Materials
IDENTIFIERS *Arizona; Supporting Services

ABSTRACT

This curriculum development framework is a collection of teacher-developed materials designed to provide teachers and administrators with an outline for the development of a program in home economics related occupations. Content includes answers to questions about home economics-occupations programs (who, what, when, where, and why), the Arizona course of study, and outlines for curriculum in five occupational areas: (1) care and guidance of children and the elderly, and supporting services; (2) clothing management, production, and services; (3) food management, production, and services; (4) home furnishings, equipment, and services; and (5) institutional and home management and supporting services. These are organized by objective, content, learning experiences, and teacher comments. Career opportunities, ladders, and lattices are described, and attention is also given to scope and significance of occupational areas, human relations, communications, competencies, space and equipment, safety and sanitation, work simplification, and the HERO Club. Lists of reference materials are provided for each of these areas. (NH)

ED 097484

FRAMEWORK

for

HOME ECONOMICS RELATED OCCUPATIONS

Home Furnishings

Clothing

Child Care

Home MANAGEMENT

Foods

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ARIZONA DEPARTMENT OF EDUCATION
Division of Vocational Education
Home Economics Education

A Curriculum Development Project

CE 003351

WORKING PAPERS

Home Economics Related Occupations

FRAMEWORK

A Curriculum Development Project

Prepared
by
Home Economics Section
Division of Vocational Education
Department of Education
1535 West Jefferson Street
Phoenix, Arizona
85013

STATE OF ARIZONA BOARD OF EDUCATION

1972

Mr. David Weisenborn	President
Mr. O. B. Joy	Vice President
Mr. Paul P. Kennedy	Member
Mr. Richard Harris	Member
Dr. Dwight G. Hudson	Member
Dr. J. Lawrence Walkup	Member
Mrs. Merle Platt	Member
Mr. Stephen S. Jenkins, Jr.	Member
Dr. W. P. Shofstall	Member

ARIZONA DEPARTMENT OF EDUCATION

Division of Vocational Education
1535 West Jefferson Street
Phoenix, Arizona 85007

Dr. W. P. Shofstall, Executive Officer, State Board for Vocational Education and State Superintendent of Public Instruction
Mr. J. R. Cullison, Assistant to the Superintendent of Public Instruction
Mr. E. L. Dorr, Associate Superintendent for Career Education and Director, Vocational Education
Mr. William J. Anderson, Deputy Associate Superintendent for Vocational Education
Mr. Paul Bennewitz, Deputy Associate Superintendent for Career Education
Mr. John C. Dutton, Deputy Associate Superintendent for Manpower Development and Training
Mrs. Shirley Mannion, Deputy Associate Superintendent for Vocational Education
Mrs. Clio S. Reinwald, State Supervisor, Home Economics Education
Mrs. Barbara A. Border, Assistant State Supervisor, Home Economics Education and HERO Adviser
Mrs. Lettie B. Cale, Assistant State Supervisor, Home Economics Education and FHA Adviser

Dr. Nancy Graham, Chairman and Curriculum Consultant

Those Who Served on Resource Curriculum Committee:
Mrs. Mae Baldridge, Parker High School, Parker
Mrs. Alice Jones, Maryvale High School, Phoenix
Mrs. Margaret LaVelle, Cortez High School, Glendale
Mrs. Nancy Lynch, Sahuaro High School, Tucson
Mrs. Margaret Rourke, Washington High School, Glendale
Dr. Margaret Barkley, Arizona State University, Consultant

Others Who Assisted:
Miss Edna Page, Assistant Professor, Home Economics Education, University of Arizona, Tucson
Mr. James T. Novachek, Coordinator, Northern Arizona Hospitality Education, Flagstaff

FOREWORD

The citizens of this nation have expressed their support of a strong vocational home economics program through continuous legislation and funding since 1917. In the early days the leaders were concerned about families and providing services to them. For example, the school lunch program was begun in Boston so as to supply children from poor families with nutritious meals. Training was given to domestics so they could more adequately serve families and their work could be done with a minimum of energy and time. In the classes in home economics youth were trained to better accept the responsibilities related to the use of the resources so that struggling families might better their conditions. Even in the beginning of home economics the emphasis was placed on using the home, school and community as learning laboratories for students.

As technology has replaced many of the unskilled jobs, new service positions have emerged. Women's employment outside the home has created the need for services which were formerly provided at home. For example, there are jobs related to child care and the elderly, food service, clothing services. home furnishings, and institutional and home management. Home Economics now has an added responsibility over and above the training of consumers and homemakers for they have the opportunity to train workers for gainful employment. The funding of such programs is possible through the use of monies appropriated under the Vocational Act of 1963 and the Vocational Amendments of 1968. Secondary, post-secondary and adult students from economically depressed areas and those with physical, emotional and mental handicaps receive special emphasis. Those normally served by home economics, including the gifted, will continue to be a part of the program.

In addition, home economics must become a part of career education and publicize the contributions that home economics can make to careers and to assist workers to carry the multi-roles related to being a homemaker and an employee. The home economics related careers are for both males and females, regardless of race, socio-economic background or geographic location. As Commissioner Marland states:

> Career education would be in the most fundamental sense a bridge -- a bridge between school years and work years, between educators and employers, between life of a child and the later years of adulthood, between an empty and a full life. Career education would stress reality in the classroom, not smothering young people in the dubious tradition that for every child learning in and of itself is a sufficient reward for the toilsome journey.
> (American Education, April, 1972, p. 8)

It is our belief that Home Economics Education will continue to successfully meet the challenges of emerging career development much as they have in the past.

Eugene B. Dorr
Associate Superintendent for
Career Education and
Director, Vocational Education

TABLE OF CONTENTS

Page

Foreword ii
Purpose and Overview 1

Answers to Questions About Home Economics Related Occupations Programs.

What are they? 2
Who is involved in them? 4
When should they be incorporated into the curriculum? 5
Where should they be taught? 5

Why have a program?

Philosophy 6
Career Education 7
Career Opportunities -- Ladders & Lattices 8 - 18
Arizona Course of Study 19 - 21
Format 22 - 24
Content Sequence 25

Curriculum Segments

Scope and Significance of Occupational Areas *1
Human Relations #1
Communications %1
Competencies +1
Space and Equipment "1
Safety and Sanitation °1
Work Simplification -1
HERO Club &1
Teaching Techniques 26 - 29

This FRAMEWORK for Home Economics Related Occupations is based on a unique premise.

PREMISE: Home Economics Teachers in Arizona are able to, want to and will be actively involved in the development of curriculum materials when provided with appropriate opportunities.

So that teachers can be actively involved in the future development of this Framework a special page was designed for the end of each section. These pages entitled NEXT STEPS are for you, the teacher, to send in so that your ideas can be incorporated as the materials are further developed.

Could you please help us by taking the address labels from the envelope below and attaching one of them on each of the appropriate NEXT STEPS pages.

We look forward to receiving your excellent contributions and proving our premise.

Thank-you ! ! !

HOME ECONOMICS RELATED OCCUPATIONS

The purpose of this publication is to provide a beginning framework which teachers and administrators may utilize in the development of a Home Economics Related Occupations program. Since these materials will be utilized across the state they can serve only as general suggestions. Each teacher will need to individualize the materials in relation to the needs of the particular school and community which the program is to serve.

OVERVIEW

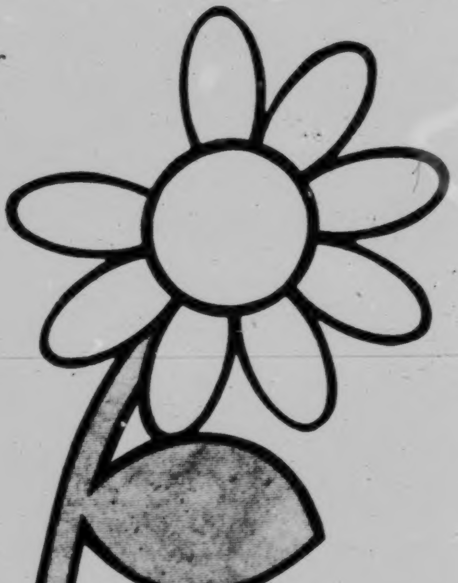
The development of a strong Home Economics Related Occupations program is particularly important in these times as the more traditional roles of men and women are changing and as new opportunities are available for employment in related fields. The suggestions offered in this publication are to provide assistance to *YOU* as *YOU* begin this significant process.

Your curriculum committee has worked very hard to identify a framework upon which all future curriculum development for Home Economics Related Occupations programs may build. We look forward to your suggestions and your further development of the materials on the following pages. Your contributions will mean a great deal to the development of a sound guide. You will note that the materials are in loose-leaf form so that materials can be adapted, adopted, and inserted throughout the years.

As you begin to develop a strong program we are firmly convinced that:

YOU are the most significant person in the development of a strong program. It is *YOU* who will have the opportunity to meet with the community and the students and assist them to see the potential of the program. It is *YOU* who will work with the administration on the development of plans and facilities for the program. It is *YOU* who will be in the class with the students and who will visit them on the job. We believe that *YOU* can and will do an outstanding job.

As you are aware, the daisy is the state flower for the HERO Club of Arizona. You will note that the flower is utilized throughout this guide. Whenever you see the daisy and see that it is minus a petal, then you will know that we believe that the materials are not complete and that we need YOUR help & suggestions to make the work complete. We hope that you will help.



WE'VE ONLY JUST BEGUN!!!

? ?

A teacher or administrator about to initiate a Home Economics Related Occupations program will undoubtedly have many questions. The answers to some of the most pertinent questions will be found on the following pages. One of the first questions that usually is asked is:

????? WHAT ARE HOME ECONOMICS RELATED OCCUPATIONS ?????

The Handbook of Standard Terminology for Curriculum and Instruction in Local and State School Systems(1) identified Home Economics Occupational Preparation as:

> The courses or units of instruction emphasizing the acquisition of competencies needed for getting and holding a job and/or preparing for advancement in an occupational area using home economics knowledge and skills. Instructional content is selected from home economics subject areas to meet the unique requirements in specific occupations and is coordinated with appropriate field, laboratory and work experience.
>
> Occupations include those which provide
>
> (1) services to families in the home and similar services to others in group situations
>
> (2) assistance to professional home economists and professionals in fields related to home economics in industries, agencies and organizations
>
> (3) other services and/or assistance directly related to one or more home economics subject-matter areas.

Home Economics is now in the process of developing programs to meet the needs of persons related to emerging occupational preparation using the knowledge and skills of home economics. The subject matter areas of home economics include the following occupational potentials:

Care & Guidance of Children & the Elderly & Supporting Services

Clothing Management, Production & Services

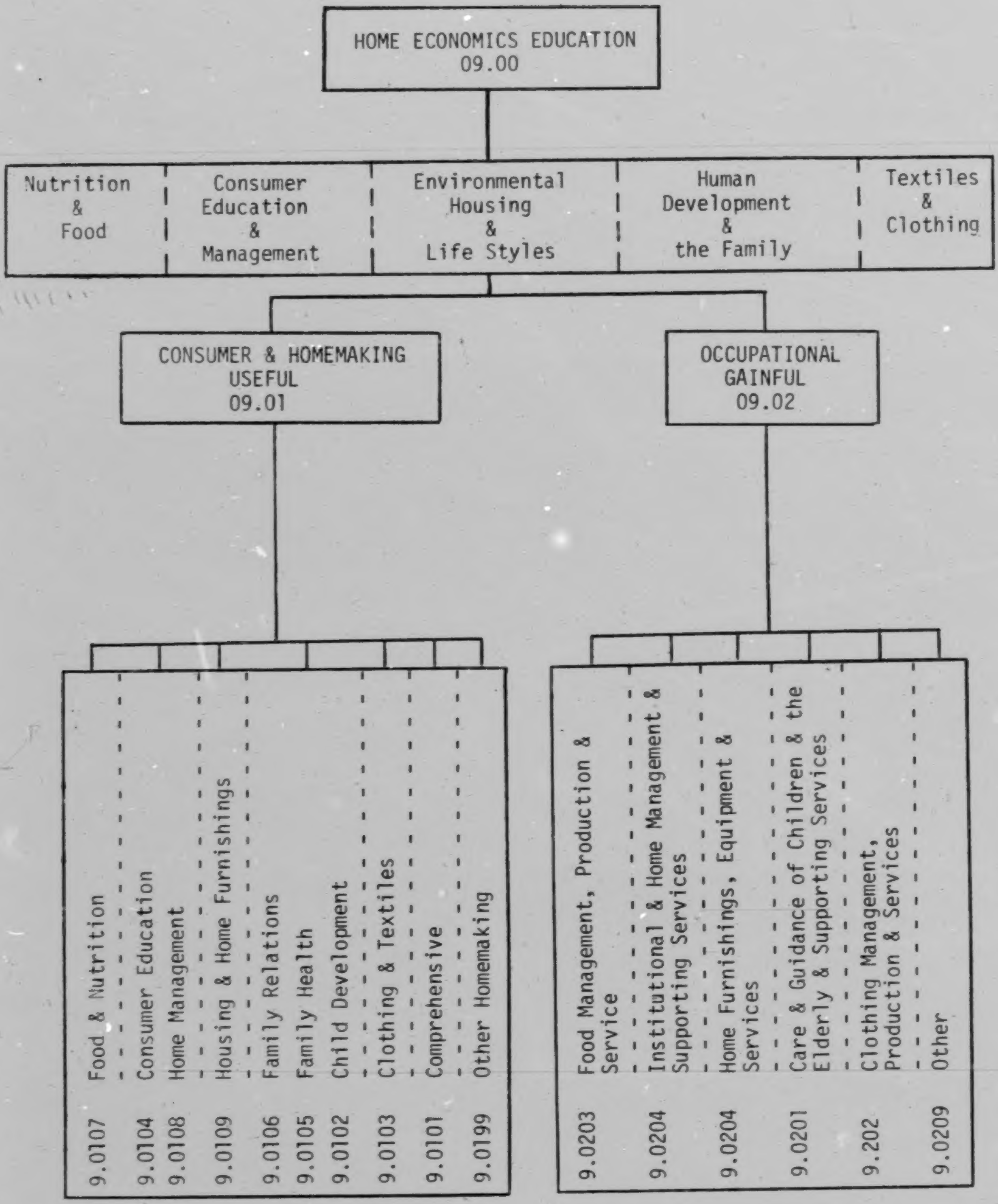
Food Management, Production & Services

Home Furnishings, Equipment & Services

Institutional & Home Management & Supporting Services

---

1. Putnam, J. F. and W. D. Chismore. Standard Terminology for Curriculum and Instruction in Local and State School Systems. Washington, D. C.: Superintendent of Documents, 1970.


HOME ECONOMICS EDUCATION
09.00
Nutrition & Food
Consumer Education & Management
Environmental Housing & Life Styles
Human Development & the Family
Textiles & Clothing
CONSUMER & HOMEMAKING
USEFUL
09.01
OCCUPATIONAL
GAINFUL
09.02
9.0107 Food & Nutrition
9.0104 Consumer Education
9.0108 Home Management
9.0109 Housing & Home Furnishings
9.0106 Family Relations
9.0105 Family Health
9.0102 Child Development
9.0103 Clothing & Textiles
9.0101 Comprehensive
9.0199 Other Homemaking
9.0203 Food Management, Production & Service
9.0204 Institutional & Home Management & Supporting Services
9.0204 Home Furnishings, Equipment & Services
9.0201 Care & Guidance of Children & the Elderly & Supporting Services
9.202 Clothing Management, Production & Services
9.0209 Other

Elementary*Secondary*Post-Secondary*Adult

Secondary*Post-Secondary*Adult

????? WHO IS INVOLVED IN A HOME ECONOMICS RELATED OCCUPATIONS PROGRAM ?????

The persons who are most involved in the program may be classified into four main groups. One group includes the persons required to develop the learning situations and coordinate the program between the school and the community. This is obviously the role of the teacher. The second group is composed of the students in the program. The third group is made up of the employers who cooperate with the program and finally in the fourth group are all of the persons who serve in advisory or administrative capacities.

I. TEACHERS. The qualifications and certification requirements which apply to all vocational homemaking teachers will have relevance for the occupational teacher. In addition to basic certification teachers working in Cooperative Education programs are required to have a course in Cooperative Education. Teachers responsible for instruction in occupational courses or programs are required to have, in addition to basic certification, a course in Teaching Occupational Home Economics. Employment in the occupation being taught by the teacher is becoming more and more important.

Additional essential characteristics include:

- a belief in the dignity of work in the areas being taught
- ability to work with both the school and community
- ability to be both teacher and counselor for students.

II. STUDENTS. The qualifications for the students should include a very genuine interest in pursuing an educational goal related to one of the home economics related occupations. Each student should possess the ability level and attitudes to enable him to accept and perform at the degree of responsibility necessary in his career interest area and at the level of the career ladder at which he will be employed. Such personal qualities as good mental and physical health are related to a person's ability to perform successfully in a job situation.

III. EMPLOYERS. The characteristics of the persons who will conduct the actual on-the-job training and supervise the student at work are critical to the quality of the educational program. The training sponsor must possess technical competence in the occupation to be taught and must possess a genuine interest in helping young people. In addition he should have the ability to organize and conduct job instruction training. A willingness to work with the school coordinator in planning instruction and evaluating student progress is another vital ingredient in the total process.

IV. OTHERS. Advisory board members, school board members and the administration all hold invaluable positions on the team. These persons serve to help broaden the scope of the program through able advice and facilitation of the administrative process. In general they serve to make the program more relevant.

The publication Home Economics In Arizona Schools available from the Home Economics Service, Division of Career and Vocational Education, the Department of Education presents more specific information related to questions as:

????? WHEN SHOULD A HOME ECONOMICS RELATED OCCUPATIONS PROGRAM BE INCORPORATED INTO A CURRICULUM FOR A SPECIFIC SCHOOL ?????

????? WHERE SHOULD A HOME ECONOMICS RELATED OCCUPATIONS PROGRAM BE TAUGHT (space & equipment) ?????

Publications that will provide information about questions related to the labor laws affecting a Home Economics Related Occupations Program include:

State of Arizona Labor Laws, compiled and issued by the Labor Department of the Industrial Commission of Arizona, 1601 W. Jefferson, Phoenix, Arizona 85007.

State of Arizona Child Employment Laws, compiled and issued by the Labor Department of the Industrial Commission of Arizona, 1601 W. Jefferson, Phoenix, Arizona 85007.

It's Easy To Hire Teen Agers, U. S. Department of Labor, Supt. of Documents: GPO: 1970 0 - 385 - 144.

Handy Reference Guild to the Fair Labor Standards Act, U. S. Department of Labor, Supt. of Documents, U. S. Government Printing Office, Washington, D. C. 20402: Stock Number 2905-0019, 25¢.

Information as to how students may apply for health certificates is available from your local Department of Health for each individual county.

????? WHY HAVE A HOME ECONOMICS RELATED OCCUPATIONS PROGRAM ?????

The beliefs which focus attention on the significance of developing programs throughout the state are indicated below.

1. Many forces are converging to accelerate the need for persons trained in home economics related occupations.

2. In view of changing family roles and the multi-roles related to being a homemaker and wage-earner, home economics curricula must be appropriate for both males and females.

3. Students are more likely to find education relevant when concepts they are learning in classroom situations are applied to potential career situations.

4. Home economics has the right and the responsibility to develop programs which provide students with the opportunities to develop skills, knowledge and attitudes to become employable.

5. The Consumer and Homemaking program provides an important basis upon which Home Economics Related Occupations programs may be developed.

6. The Home Economics Related Occupations program provides opportunities for interested individuals to progress in relation to their career interests along a career ladder or lattice.

7. It is possible within one class situation to serve students who are engaged in the five areas of career opportunities.

8. Organized education and training in a cooperative plan, involving both school and business, provide effective job conditioning for students seeking full-time employment.

9. The basic skills, knowledge and attitudes involved in home economics related occupations may be developed in the related class.

10. The ability to get and hold a job helps young people develop a mature and realistic concept of self.

11. The combination of school related education and employment provides opportunity for each individual to experience total personal development.

12. The involvement of students in community experiences extends their understanding of the world of work and extends the opportunities for public relations for the program.

13. The HERO Club is an integral part of the Home Economics Related Occupations program. The club provides opportunities for students to extend classroom learnings, to develop leadership abilities and provides another vehicle for public relations.

CAREER EDUCATION

Another reason WHY a Home Economics Related Occupations Program is significant in the curriculum of a local school relates to its place in the total concept of Career Education. Career Education is gaining increased importance and attention in the state of Arizona as a significant focus for all of education.

The official definition of Career Education presented in the publication Career Education in Arizona is:

> Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all students. This calls for all basic education subjects to incorporate Career Education as the major activity throughout the curriculum. (p. 8)

The general plan which has been identified for the implementation of the Career Education concept in Arizona is presented in the following table:

First Level K - 6	Career Orientation	The emphasis on career orientation is accomplished by relating curriculum subjects to the world of work and having parents from various occupational areas come in to talk with the children.
Second Level 7 - 8	Broad Exploration	Emphasis is on broad exploration of the occupational clusters. This can be accomplished with "hands-on" experiences, guest speakers in the classroom, and selected field trips.
Third Level 9 - 10	In-Depth Exploration	Emphasis is on in-depth exploration of those specific occupational clusters which interest the individual student. This is accomplished by more intense involvement with actual application of course work to work concepts, specialized field trips, and continual "hands-on" experiences.
Fourth Level 11 - 12	Career Preparation	Emphasis is on simulated classroom activities and/or cooperative work programs. (p. 9)

Suggestions for the development of information related to Careers in Home Economics will be presented on the back of each of the related Career Ladders and Lattices on the following pages.

Career Education In Arizona. Phoenix, Arizona: Arizona Department of Education, 1972.

CAREER OPPORTUNITIES
(Ladders - Lattices)

The possible careers in Home Economics Related Occupations provide many opportunities for progression and development by an interested person. As we begin recruiting and training individuals the career ladders and lattices identified below will indicate to persons that those with the motivation, talent, and potential can move horizontally and vertically.

The five charts on the following pages were developed for the purpose of showing career development under the career choices identified in the publication, Vocational Education and Occupations, Superintendent of Documents, Catalog No. FS 5.280:80061, U. S. Government Printing Office, Washington, D. C.: 1969. The areas assigned to home economics education are as follows:

09.0200	Occupational Preparation
.0201	Care and Guidance of Children and the Elderly and Supporting Services
.0202	Clothing Management, Production and Services
.0203	Food Management, Production and Services
.0204	Home Furnishings, Equipment and Services
.0205	Institutional and Home Management and Supporting Services
.0299	Occupational Preparation,

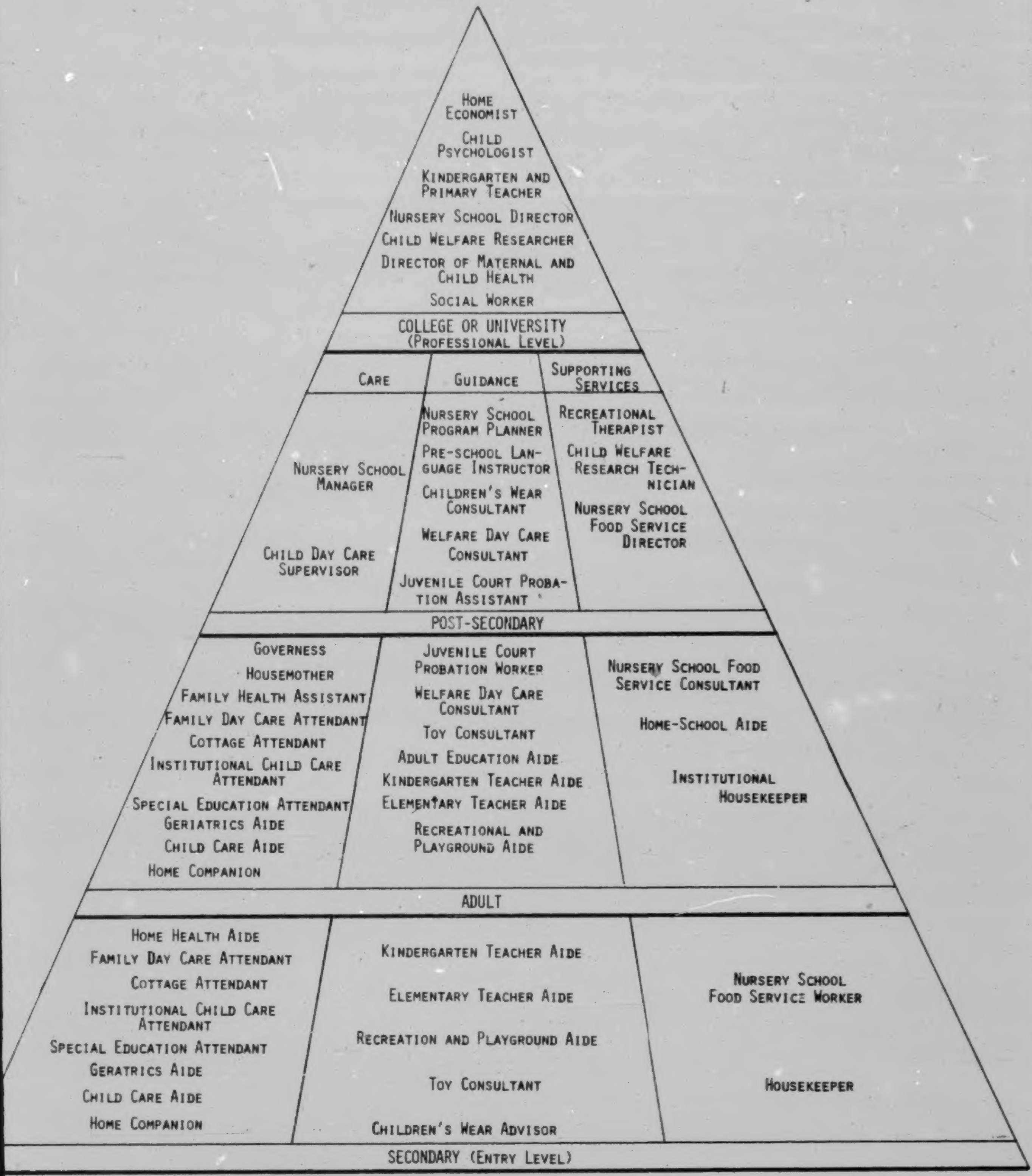
The charts identify representative career choices but with each day there are emerging career choices that interested persons may want to consider. It will be up to you to continue to update and evaluate the charts.

Both career ladders and career lattices are indicated on the charts. Career ladders are indicated by the vertical steps which are available to a person as they gain the necessary education and experience to move up in a job area. The career lattices are indicated by the horizontal movement open to a person in any given career area. These moves may be made due to increased education and experience and/or interest in similar but different areas.

The selection of any of the occupational areas related to Home Economics provides many opportunities to an individual as he makes decisions relative to his total employment career. The entry and the progress of any person is dependent upon his individual education, experience and interests. A person may progress to the position and at the rate that he is motivated to do so. A person's motivation often effects the rate and extent of his progression and degree of success.

The career ladders and lattices will be helpful in working with students, parents and guidance counselors as occupational courses are considered or initiated in local districts. It will also give direction for accountability and the reporting of career choices of individual students.

CARE AND GUIDANCE OF CHILDREN AND THE ELDERLY AND SUPPORTING SERVICES
09.0201



- Home Economist
- Child Psychologist
- Kindergarten and Primary Teacher
- Nursery School Director
- Child Welfare Researcher
- Director of Maternal and Child Health
- Social Worker

COLLEGE OR UNIVERSITY (Professional Level)

Care	Guidance	Supporting Services
Nursery School Manager Child Day Care Supervisor	Nursery School Program Planner Pre-school Language Instructor Children's Wear Consultant Welfare Day Care Consultant Juvenile Court Probation Assistant	Recreational Therapist Child Welfare Research Technician Nursery School Food Service Director

POST-SECONDARY

Governess Housemother Family Health Assistant Family Day Care Attendant Cottage Attendant Institutional Child Care Attendant Special Education Attendant Geriatrics Aide Child Care Aide Home Companion	Juvenile Court Probation Worker Welfare Day Care Consultant Toy Consultant Adult Education Aide Kindergarten Teacher Aide Elementary Teacher Aide Recreational and Playground Aide	Nursery School Food Service Consultant Home-School Aide Institutional Housekeeper

ADULT

Home Health Aide Family Day Care Attendant Cottage Attendant Institutional Child Care Attendant Special Education Attendant Geratrics Aide Child Care Aide Home Companion	Kindergarten Teacher Aide Elementary Teacher Aide Recreation and Playground Aide Toy Consultant Children's Wear Advisor	Nursery School Food Service Worker Housekeeper

SECONDARY (Entry Level)

Possible learning experiences related to the career areas of

CARE AND GUIDANCE OF CHILDREN AND THE ELDERLY AND SUPPORTING SERVICES.

Career Orientation

- invite a parent who works in a child care center to come to discuss his or her job. In a question and answer period questions relative to the importance of the job, the characteristics of the employee and others could be discussed.
- invite a HERO student from one of the local high schools who is employed at a child care training station to come to the classroom to explain what he does in his work. They may also have slides which they can bring.
- invite a grandmother living in a retirement area to talk about the characteristics of people that she likes best in the people that help her.
- each student might make a simple book illustrated with pictures to give to a child or an older person. After they return from giving the book they could discuss the characteristics of people who work with the very young and/or the older person.

Broad Exploration

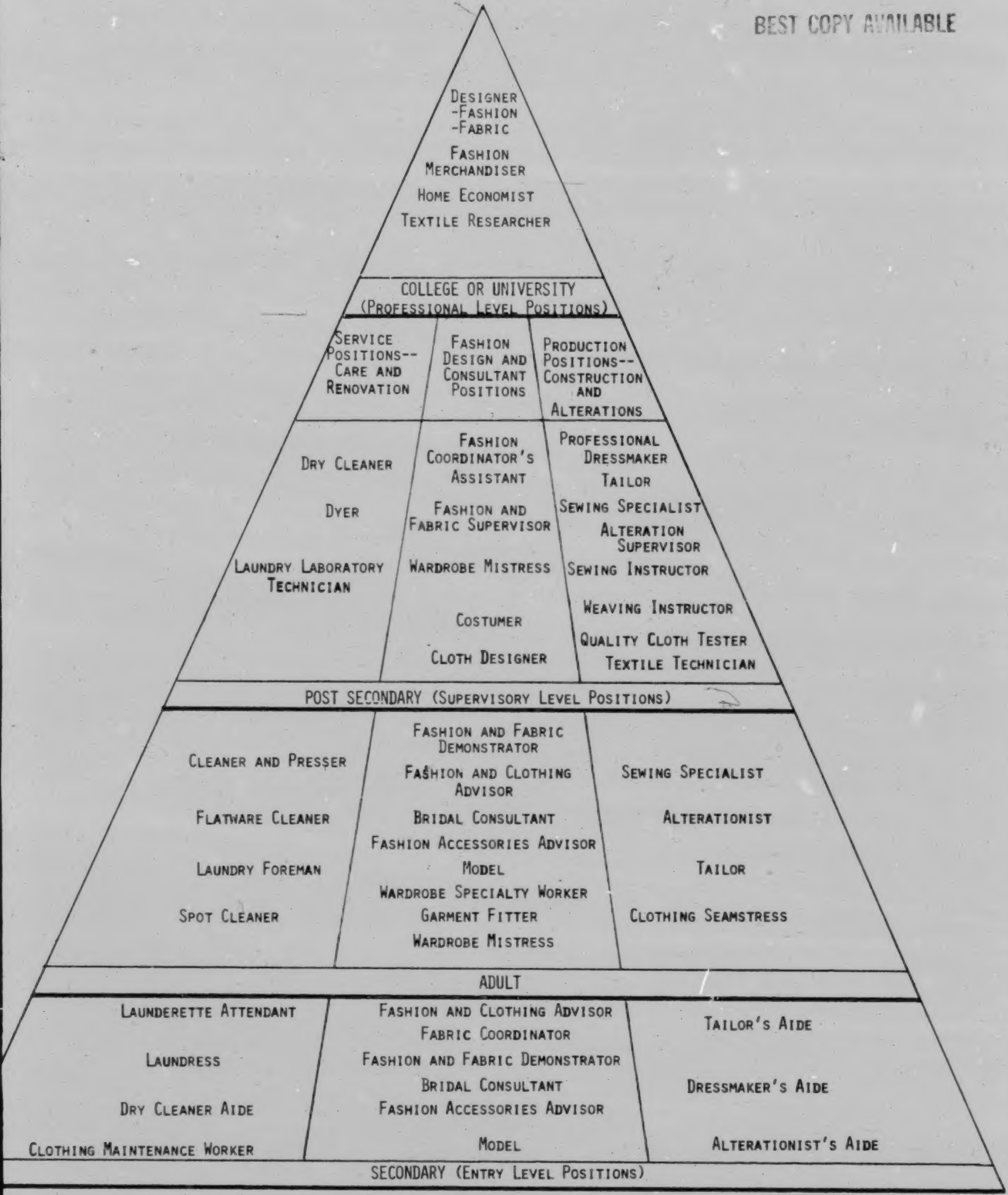
- a small group of students might go to either a child care center or a home for the elderly and might interview and spend part of a day with persons in different jobs at each of the centers. Each student would report back to the class but would also work on a committee report about the common characteristics needed to work with the very young or the older.
- invite a person employed in child care over a period of several years to discuss the changes in child care and to indicate his or her own changes into new and different jobs. The students might construct a career ladder following this discussion.
- each student might construct a simple toy or game which they would give to a child or an elderly person. They would present the toy or game to the child or adult and would play the game with the adult or with the toy with the child to gain more information about the special skills necessary to work with persons in these age groups.

In-Depth Exploration

- following the study of child care students might simulate a real work experience by setting up a classroom into a child care center. Students could be divided into committees and the child care service could be provided for an evening for some event that is to happen at the school. Each individual would take an active part in the planning and implementation of the project. Following the actual experience the various responsibilities of each individual, the training necessary and the total experience could be carefully evaluated in relation to total career plans of individuals in the class.

- Additional experiences are developed in the Child Care Resource Guide available from the Home Economics Education Section.

CLOTHING MANAGEMENT, PRODUCTION AND SERVICES
09.0202



DESIGNER
-FASHION
-FABRIC

FASHION MERCHANDISER

HOME ECONOMIST

TEXTILE RESEARCHER

COLLEGE OR UNIVERSITY (PROFESSIONAL LEVEL POSITIONS)

SERVICE POSITIONS--CARE AND RENOVATION	FASHION DESIGN AND CONSULTANT POSITIONS	PRODUCTION POSITIONS--CONSTRUCTION AND ALTERATIONS
DRY CLEANER DYER LAUNDRY LABORATORY TECHNICIAN	FASHION COORDINATOR'S ASSISTANT FASHION AND FABRIC SUPERVISOR WARDROBE MISTRESS COSTUMER CLOTH DESIGNER	PROFESSIONAL DRESSMAKER TAILOR SEWING SPECIALIST ALTERATION SUPERVISOR SEWING INSTRUCTOR WEAVING INSTRUCTOR QUALITY CLOTH TESTER TEXTILE TECHNICIAN
POST SECONDARY (SUPERVISORY LEVEL POSITIONS)		
CLEANER AND PRESSER FLATWARE CLEANER LAUNDRY FOREMAN SPOT CLEANER	FASHION AND FABRIC DEMONSTRATOR FASHION AND CLOTHING ADVISOR BRIDAL CONSULTANT FASHION ACCESSORIES ADVISOR MODEL WARDROBE SPECIALTY WORKER GARMENT FITTER WARDROBE MISTRESS	SEWING SPECIALIST ALTERATIONIST TAILOR CLOTHING SEAMSTRESS
ADULT		
LAUNDERETTE ATTENDANT LAUNDRESS DRY CLEANER AIDE CLOTHING MAINTENANCE WORKER	FASHION AND CLOTHING ADVISOR FABRIC COORDINATOR FASHION AND FABRIC DEMONSTRATOR BRIDAL CONSULTANT FASHION ACCESSORIES ADVISOR MODEL	TAILOR'S AIDE DRESSMAKER'S AIDE ALTERATIONIST'S AIDE
SECONDARY (ENTRY LEVEL POSITIONS)		

ARIZONA DEPARTMENT OF VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION 1-71

Possible learning experiences related to the career areas of

CLOTHING MANAGEMENT, PRODUCTION AND SERVICES.

Career Orientation

- * request that each student bring in a piece of fabric at least 12 inches square. Involve the students in examining the collection of fabrics to identify all of the possible ways that the fabric might be used. Each student could make his fabric into a miniature of one of the items that he had suggested the fabric could be made into. Following this experience have the student list the skills necessary to complete each of their projects, the possible careers in clothing and the characteristics that a person in this career area would find essential.

- * invite a parent or HERO student to identify what they do in their job related to clothing. Following the discussion the students could construct a bulletin board with large paper doll cut outs asking the question "ARE YOU CUT OUT TO WORK IN CLOTHING"? Each of the figures on the board could identify a specific characteristic which a person working in the clothing area might have.

Broad Exploration

- * have each student interview an adult in their family to find out all of the kinds of services related to clothing that are performed outside of the home. These duties might relate to the construction of ready-to-wear garments, alteration of garments, cleaning etc. All of the lists would be compiled to suggest some of the careers in this area.

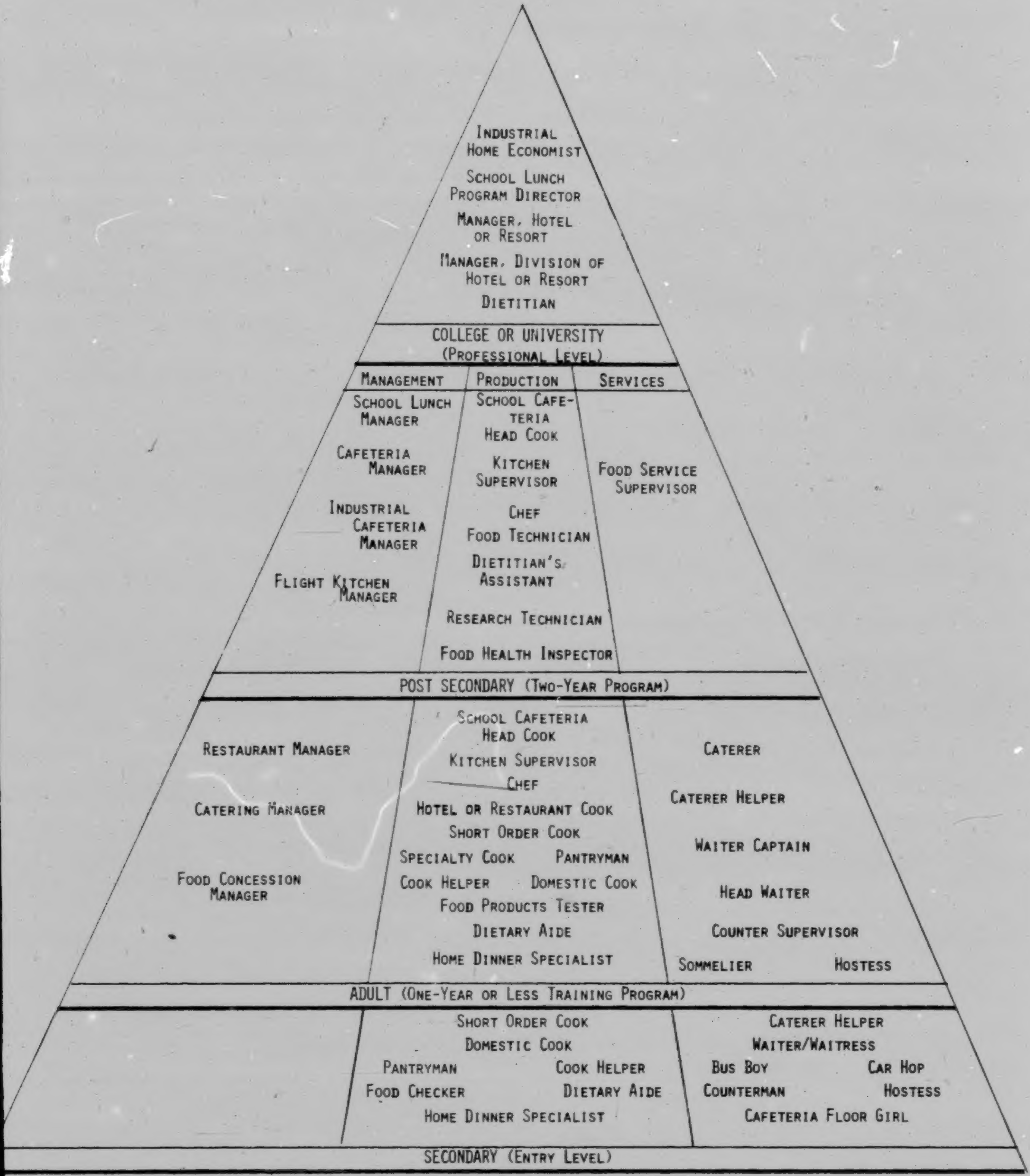
- * invite a person from the dry cleaners (or other career area in clothing) to talk with the class about all of the jobs that are available to a person in just that one single area. The students could build a career ladder following the presentation to indicate how students could move up in the job.

- * students visit either the alterations section of a department store or a garment factory. They would discuss the job with a person at each of these establishments and could be particularly alert to the tools which each of the workers utilizes to complete his or her work.

In-Depth Exploration

- * following the study of clothing and textiles students might simulate a real work experience by deciding on a project to make which could be sold to other students in the school. The project could include the decision as to what to make, the plans as to how much fabric and supplies to purchase, the steps to completion of the project and the selling of the completed product. By forming a business and dividing the jobs all of the students could be involved in the project and could also gain realistic information about the various jobs open to persons in the clothing field etc.
- * Additional experiences are presented in the Clothing & Textiles Resource Guide available from the Home Economics Education Section.

FOOD MANAGEMENT, PRODUCTION AND SERVICES
09.0203



INDUSTRIAL HOME ECONOMIST

SCHOOL LUNCH PROGRAM DIRECTOR

MANAGER, HOTEL OR RESORT

MANAGER, DIVISION OF HOTEL OR RESORT

DIETITIAN

COLLEGE OR UNIVERSITY (PROFESSIONAL LEVEL)

MANAGEMENT	PRODUCTION	SERVICES
SCHOOL LUNCH MANAGER CAFETERIA MANAGER INDUSTRIAL CAFETERIA MANAGER FLIGHT KITCHEN MANAGER	SCHOOL CAFETERIA HEAD COOK KITCHEN SUPERVISOR CHEF FOOD TECHNICIAN DIETITIAN'S ASSISTANT RESEARCH TECHNICIAN FOOD HEALTH INSPECTOR	FOOD SERVICE SUPERVISOR

POST SECONDARY (TWO-YEAR PROGRAM)

RESTAURANT MANAGER CATERING MANAGER FOOD CONCESSION MANAGER	SCHOOL CAFETERIA HEAD COOK KITCHEN SUPERVISOR CHEF HOTEL OR RESTAURANT COOK SHORT ORDER COOK SPECIALTY COOK PANTRYMAN COOK HELPER DOMESTIC COOK FOOD PRODUCTS TESTER DIETARY AIDE HOME DINNER SPECIALIST	CATERER CATERER HELPER WAITER CAPTAIN HEAD WAITER COUNTER SUPERVISOR SOMMELIER HOSTESS

ADULT (ONE-YEAR OR LESS TRAINING PROGRAM)

	SHORT ORDER COOK DOMESTIC COOK PANTRYMAN COOK HELPER FOOD CHECKER DIETARY AIDE HOME DINNER SPECIALIST	CATERER HELPER WAITER/WAITRESS BUS BOY CAR HOP COUNTERMAN HOSTESS CAFETERIA FLOOR GIRL

SECONDARY (ENTRY LEVEL)

Possible learning experiences related to the career areas of

FOOD MANAGEMENT, PRODUCTION AND SERVICES.

Career Orientation

- select an individual student to complete a "Shadow Study" of a food service employee at the school such as a cafeteria person. The student would quietly observe all of the jobs that the person completes during his job during a day, or a part of a day. The student would present the food servic worker with an invitation to visit his or her class. When the food service worker visits the class the student could introduce her (him) and explain the jobs that the worker performs and how this work contributes to the students. The worker might also be willing to answer questions.

- have students develop or bring to class food models. The students could make a menu from the foods they have made in model form and set up a minature restaurant so that they could practice taking orders, serving food and finally being chef. Discuss the possible careers in the food servi area related to the jobs the students held in the store.

- visit an establishment, such as a doughnut shop, and observe the skills of a person in this area. As students watch the worker encourage them to consider how the cost of the individual product could vary if the worker used too much or too little of the dough, filling, frosting etc.

Broad Exploration

- invite a team of persons from a food establishment in to discuss what each of the persons does so that the end product is a good product, served in a pleasing manner and cleared away quietly and to the customer's satisfaction. A bulletin board could be prepared asking the question "Are you qualified to be a member of the team?" The bulletin board might show figures of football players or basketball or baseball players depending on the time of the year with qualifications for the food service area rather than their regular number.

- the students might invite another class in for a very small snack. Members of the class could be divided into the various services including decorating the room, planning the atmosphere, the food, the clean-up etc.

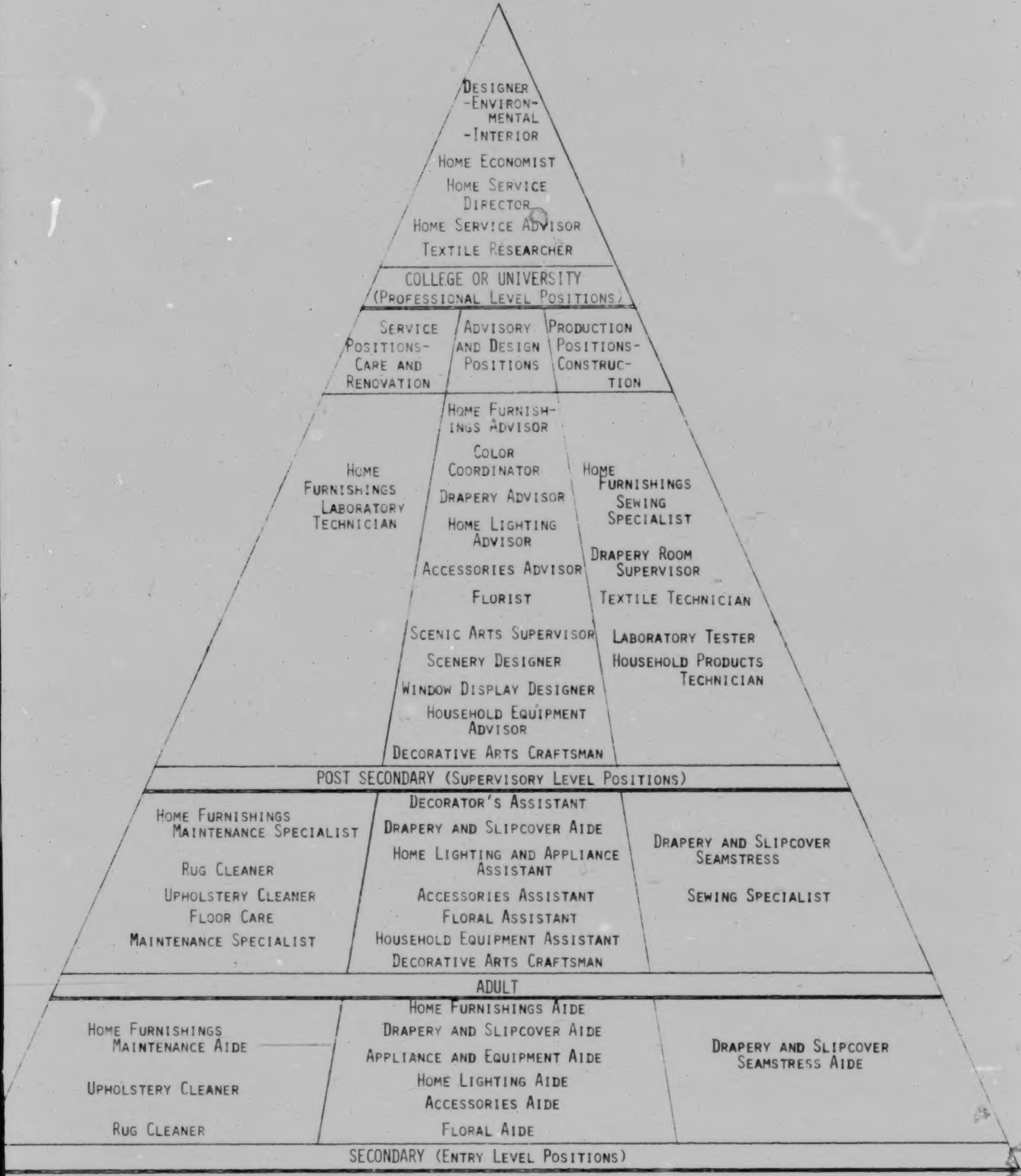
- individual member of the class might apply for jobs in the cafeteria or lunchroom. While the jobs would not be paid they could still provide valuable experiences.

In-Depth Exploration

- following the study of foods and nutrition students might simulate a real work experience by deciding on a project which they could prepare and sell to other students. Some schools have sold cookies, others sandwiches and others cupcakes. The business generally requires decisions relative to what will be sold, how many supplies to get, how to store the supplies, how to efficiently prepare the product, how to package the product -- and happily -- how to utilize the profit. One class made sufficient money to pay for the whole class to go to a restaurant and have a served meal. The employees at the restaurant also discussed their jobs with the class.

- Additional experiences are presented in the Foods and Nutrition Resource Guide available from the Home Economics Education Section.

HOME FURNISHINGS, EQUIPMENT AND SERVICES
09.0204



Designer
-Environmental
-Interior

Home Economist

Home Service Director

Home Service Advisor

Textile Researcher

COLLEGE OR UNIVERSITY (Professional Level Positions)

Service Positions-Care and Renovation	Advisory and Design Positions	Production Positions-Construction
Home Furnishings Laboratory Technician	Home Furnishings Advisor Color Coordinator Drapery Advisor Home Lighting Advisor Accessories Advisor Florist Scenic Arts Supervisor Scenery Designer Window Display Designer Household Equipment Advisor Decorative Arts Craftsman	Home Furnishings Sewing Specialist Drapery Room Supervisor Textile Technician Laboratory Tester Household Products Technician

POST SECONDARY (Supervisory Level Positions)

Home Furnishings Maintenance Specialist Rug Cleaner Upholstery Cleaner Floor Care Maintenance Specialist	Decorator's Assistant Drapery and Slipcover Aide Home Lighting and Appliance Assistant Accessories Assistant Floral Assistant Household Equipment Assistant Decorative Arts Craftsman	Drapery and Slipcover Seamstress Sewing Specialist

ADULT

Home Furnishings Maintenance Aide Upholstery Cleaner Rug Cleaner	Home Furnishings Aide Drapery and Slipcover Aide Appliance and Equipment Aide Home Lighting Aide Accessories Aide Floral Aide	Drapery and Slipcover Seamstress Aide

SECONDARY (Entry Level Positions)

Possible learning experiences related to the career areas of

HOME FURNISHINGS, EQUIPMENT AND SERVICES.

Career Orientation

- show students a line drawing of a room on an overhead projector. Students would direct the teacher to do a variety of things to the room to make it more interesting and attractive i.e. add color, design, pictures, furniture etc. Following this students discuss what are some of the characteristics o a person who would be involved in Home Furnishings, Equipment and Services a a career.
- invite a HERO student or a parent who is employed in a career related to home furnishings to come to the classroom to discuss his or her job with the class. If possible request that the individual bring slides of work that he or she has done.
- using transparencies the students will divide into groups of 6 and each group will decorate a line drawing of a room. The groups will each present their room to the whole class and the class will discuss the differences in feelings, ideas and appearence of the various rooms.

Broad Exploration

- All students will collect and bring to class swatches of fabric and interesting objects. Working in small groups they will develop a display area in the room. An interior designer will be requested to come in to help evaluate the various displays.
- A group of students could be responsible for a special display area or bulletin board in the school. Students could evaluate each one and discuss how all of the areas that they are currently studying in school contribute to their ability to complete the project.
- Students could visit a drapery and slipcover department or store and listen to a discussion of what persons in this career area do. They could listen to directions on how to measure for draperies and could measure for them in their own home.

In-Depth Exploration

- following the study of home furnishings, equipment and services students might simulate a real work experience by making and selling floral arrangements during special seasons during the year. The project could include the decision as to what to make, the plans on how to make them, the supplies which would need to be purchased, the steps in completing the projects and the actual packaging and selling of the arrangements. By forming a business and dividing the jobs all of the students could be involved in the project and could also gain realistic information about the various jobs open to persons in one aspect of the home furnishings career area.
- Additional experiences are presented in the Housing & Home Furnishings Resource Guide available from the Home Economics Education Section.

INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTING SERVICES
09.0205

- Home Economist
- Family Counselor
- Dietitian
- Executive Housekeeper
- Educational and Consumer Relations Director
- Home Service Director
- Social Worker

COLLEGE OR UNIVERSITY (Professional Level)

	Consumer Occupations	Institutional and Home Occupations	Community Occupations
POST SECONDARY (Two-Year Program)	Budget Consultant Family Debt Counselor Consumer Consultant Home Service Representative Assistant Shopping Consultant Educational and Consumer Relations Consultant	Dietary Assistant Dietary Technician Nurse, R.N. Nurse Aide (See Health Occupations) Institutional Housekeeper Diet Kitchen Supervisor	Teacher Aide Case Worker Assistant Nutritionist Assistant Family Assistant
ADULT (One-Year or Less Training Program)	Family Debt Counselor Aide Consumer Aide Home Service Representative Aide Personal Shopper	Dietary Aide Family Health Assistant Household Manager Homemaker's Assistant	Teacher Aide Residential Aide Home-School Aide Case Worker Aide Nutritionist Aide Recreation Aide
SECONDARY (Entry Level)	Consumer Aide Personal Shopper	Dietary Aide Home Companion Home Health Aide Housekeeper Institutional Tray Personnel	Teacher Aide Nutritionist Aide Recreation Aide

Possible learning experiences related to the career areas of

INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTING SERVICES.

Career Orientation

- * select an individual student to complete a "Shadow Study" of a school custodian to find out about his or her job. The student would quietly observe all of the jobs that the person completes during his job in the course of a day, or a part of a day. The student would invite the custodian to visit the class some day soon. When the custodian visits the class the student could introduce him (her) and explain the jobs that the worker performs and how this work contributes to the students welfare. The custodian might also be willing to answer questions.

- * invite a HERO student or a parent who is employed in a career related to Institutional and Home Management to come to the classroom to discuss his or her job with the class.

- * students could consider all of the management tasks which need to be done in their classroom and could divide the duties among the members of the class. As they completed each of the tasks the students could identify the characteristics and skills that a person employed in this career area would need to have.

Broad Exploration

- * students could plan an adaptation of the television program "Will the real _________ please stand up?" Utilizing A Job/Career Story of FHA or the information gathered on other career areas earlier in the study the class could be divided into teams and each of three contestants would be asked questions related to one of the career areas. When the teams have each questioned the contestants they will vote. Each of the contestants will represent a specific career area and must answer truthfully the questions about her career area with a yes or no.

- * have students identify various surfaces in the classroom which need to be cleaned and find the possible agents for the best looking results. They could compare costs and time to do the job also. Following the investigations the class could make the results of the tests known to all of the persons in the class.

In-Depth Exploration

- * following the study of institutional and home management students might simulate a real work experience by deciding on a project in which they would devote a Saturday to performing tasks related to this area for pay in homes. The students would need to decide on plans so that they would have the products that they needed to complete the tasks, would need to advertise the services, would need to set a cost for the service and would need to have an evaluation of the service. With the money that is earned the students might spend the night at a hotel or motel and interview the executive housekeeper and others in this area as the particular place where they stay.

*Additional experiences are presented in the Consumer Education & Home Management Resource Guide available from the Home Economics Education Section.

ARIZONA COURSE OF STUDY

Concepts pertinent to becoming an employable person, who is able to interact successfully in society, focus on three major areas:

Area I:	Orientation to the world of work
Area II:	Management of resources and consumer education for effective use on the job and in the home.
Area III:	Specific skills and knowledge related to Home Economics Related Occupations

While each area has specific, identifiable concepts the areas may be woven together throughout the year (or years) to provide the student with the necessary skills and concepts at the time they are most critically needed.

The availability of materials related to the "orientation to the world of work" made the development of materials for that area less pressing, at this time. Some of the key topics and references currently being utilized by teachers in this state were identified and developed in the form of a "Grid of General Learnings Related to the World of Work". The key topics are listed down the left hand side of the Grid. Across the top of the Grid are the number "1" to "13" which identify sources of available materials. Where the lines intersect are the page numbers in each publication which relate to the topic.

The recent publication of the Arizona Resource Guide for Consumer Education and Management also made the development of materials for this area less critical at this initial stage of curriculum development. The key topics developed in the Guide include:

I. Decision Making Process
II. Personal Value Patterns and Life Styles
III. Money Management
IV. Use of Resources
V. Consumer Buying
VI. Consumer Credit
VII. Consumer Rights and Responsibilities
VIII. Financial Security.

The primary focus of this publication is on the development of objectives, content and learning experiences related to AREA III: the specific skills and knowledge related to Home Economics Related Occupations.

GRID OF GENERAL LEARNINGS RELATED TO WORLD OF WORK

TOPICS	SOURCES													
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Employment Prospects	Ch. 2	Pg. 8	Pg. 9-48	X	Ch. 1	Unit 1,4,5 6,7	X	148-163 203-206	Ch. 1 6,7,8 9,10	Ch. 1 2,3	Ch. 1 2	X	195-203	
Applications	Ch. 3	Pg. 8, 18,138 -149	49-74	209-262	Ch. 3 4	285-293	118-124	177-189	Ch.11	Ch. 4 5,6,7	Ch. 3 4,5,6, 7	X	59-70	
Conditions Laws	415-417	108-110	X	X	X	X	X	68-76	Ch.4	X	X	X	43-46	
Unions	83-85	102-108	90-91	X	X	X	X	136-142	Ch.4	X	X	X	X	
Compensations Soc.Security	Ch.14	95-99	X	X	270-272	X	X	213-215	X	X	X	Unit 7	119-120	
Taxes	Ch.13	89-93	X	X	269-270	X	X	194-199	Ch.4	X	X	Unit 9	123-4 127-8	
Business Procedures Telephone	X	X	X	Part 3	118-121	X	94-101	X	53-57	X	X	X	X	
Personal Characteristics Attitudes	Ch. 7	34-43 61-74	75-8 85	Part 4	Ch.9	293-298	X	X	Ch. 12	Ch. 8	X	X	73-84	
Grooming	139-141	X	86-88	Part 2	X	280-285	1-87	58-66	Ch.5	X	Ch.7	X	177-184	
Employment Progress	Ch.5	19-33	93-98	263-288	Ch.8	X	X	222-229	X	X	X	X	X	
Eval. as Self as an Emp.	Ch.6													
Others														

BIBLIOGRAPHICAL SOURCES FOR PRECEDING GRID

1. Succeeding in the World of Work, Kimbrell and Vineyard. McKnight and McKnight Publishing Company, Bloomington, IL. $5.97.

2. Students Manual for Occupational Relations. The College of Education, University of Minnesota. 1969.

3. You and Your Job (a guide for instructors and counselors). Milwaukee Vocational, Technical and Adult Schools, Milwaukee, WI. Manpower Development and Training Program. J. G. Ferguson Publishing Company, Chicago, IL.

4. Business Behavior, Allien R. Russon. Southwestern Publishing Company, Cincinnati, OH.

5. The Young Woman in Business, McLean and Paris. The Iowa State University Press, Ames, IA.

6. Your Job in Distribution, Beaumont and Langan. McGraw-Hill, Dallas, TX.

7. Charm for Miss Teen, Whitcomb and Cochran. McGraw-Hill, Dallas, TX.

8. Cooperative Education Workbook. State Department of Vocational Education, Trade and Industrial Education.

9. Home Economics Related Occupations, Kupsinel. Interstate Printers and Publishers. Danville, IL 61832.

10. You and Your Job, Blackledge, Blackledge and Keily. Southwestern Publishing Company, Dallas, TX.

11. Getting a Job, Florence Randall. Fearon Publishers, Belmont, CA.

12. Consumer Economics, Wilhelms, Heimerl and Jelley. McGraw-Hill, Dallas, TX.

13. Orientation to the World of Work. Home Economics Instructional Materials Center, Texas Tech University, Lubbock, TX.

FORMAT

A graphic representation of the format of each curriculum section is presented below:

OBJECTIVE

are found on the left hand side of the page and are separated by a broken line from the content statements

CONTENT

which relate to the subject matter identified.

The evaluation is an integral part of the objective statement.

LEARNING EXPERIENCES

are immediately below the objectives and content.

**indicates experiences which will be ongoing throughout the year.

TEACHER COMMENTS

are to be placed in the space immediately below the content statements. We hope that this space, and the way you use it, will facilitate all future use of the guide.

You will note that within each of the content areas the pages have been cut shorter so that the topic is always immediately observable. We hope this will help you to focus on the major topic regardless of the objective or the subject matter being taught at a particular time.

The colors for each page are to coincide with the colors utilized on the different career ladders. The colors are:

* green	- - -	Care and guidance of children and the elderly and supporting services
* blue	- - -	Clothing management, production and services
* pink	- - -	Food management, production and services
* orange	- - -	Home furnishings, equipment and services
* yellow	- - -	Institutional and home management and supporting services

In the beginning it had been our hope that each of the sections would have specific objectives and content for each of the different career areas. Due to the limited number of pages this was not possible at this time. We sincerely hope that in the future this will be possible. We know that with your help we will achieve this objective.

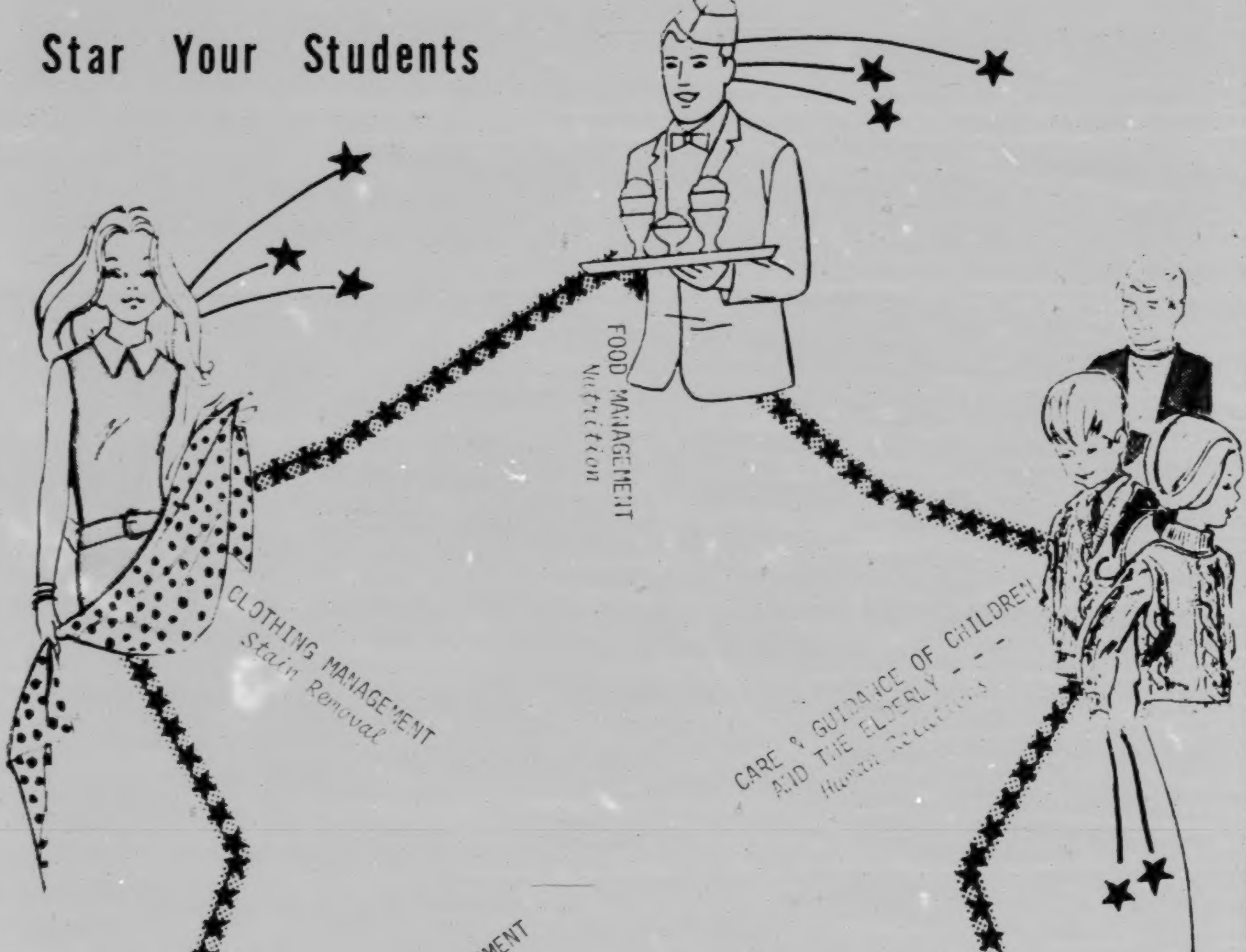
In identifying learning experiences for this publication the suggestions made by James D. Raths in an article entitled "Teaching Without Specific Objectives" in the April 1971 Educational Leadership on pages 715 - 720 were utilized. Dr. Raths suggested that

ALL OTHER THINGS BEING EQUAL, ONE ACTIVITY IS MORE WORTHWHILE THAN ANOTHER IF:

1. ...it permits students to make informed choices in carrying out the activities and to reflect on the consequences of their choices.
2. ...it assigns to students active roles in the learning situation rather than passive ones.
3. ...it asks students to engage in inquiry into ideas, applications of intellectual processes, or current problems, either personal or social.
4. ...it involves students with reality.
5. ...completion of the activity may be accomplished successfully by students at several different levels of ability.
6. ...it asks students to examine in a new setting an idea, an application of an intellectual process, or a current problem which has been previously studied.
7. ...it requires students to examine topics or issues that citizens in our society do not normally examine -- and that are typically ignored by the major communication media in the nation.
8. ...it involves students and faculty members in "risk" taking -- not a risk of life or limb, but a risk of success or failure.
9. ...it requires students to rewrite, rehearse, and polish their initial efforts.
10. ...it involves students in the application and mastery of meaningful rules, standards, or disciplines.
11. ...it gives students a chance to share the planning, the carrying out of a plan, or the results of an activity with others.
12. ...it is relevant to the expressed purposes of the students.

In selecting and developing further learning experiences please measure them against this list.

Star Your Students


FOOD MANAGEMENT
Nutrition
CLOTHING MANAGEMENT
Stain Removal
CARE & GUIDANCE OF CHILDREN AND THE ELDERLY - - -
Human Relations
INSTITUTIONAL & HOME MANAGEMENT
Work Simplification
HOME FURNISHINGS & EQUIPMENT
Design
Care of Equipment

Students in each of the career areas are learning subject matter which they can teach to other students in class. Why not plan for opportunities to STAR your students as TEACHERS???

CONTENT SEQUENCE . . . . .

Within the state of Arizona there will be a variety of possible ways in which Home Economics Related Occupations programs may be developed. For more information on the organization and administration of programs refer to the publication Home Economics in Arizona Schools available from the Home Economics Service, Division of Career and Vocational Education, Department of Education, Phoenix, Arizona.

In some schools students may be involved in a two year Home Economics Related Occupations program. In other schools the program will be structured in a one year time period. Regardless of the timing there are certain significant decisions that must be made relating to the sequence of the content to best meet the needs of the students in your school and within your community. Some of the most significant topics are identified on the attached labels. The green labels signify world of work concepts. The red labels signify the specific skills and knowledge related to Home Economics Related Occupations. The yellow labels indicate concepts related to consumer education & management. The sequence which you arrange will be an individual decision for your school.

Give careful consideration to the topics that are identified on the attached labels. Considering your students' needs, your training stations, the total school program and other pertinent factors for your community decide on the sequence of topics which will best meet your needs. When you have decided on the order of importance of the different areas, roll the backing from the labels and place them in the order in which you plan to include them in your program. The first topics to be included in your program should appear at the top of the page. If yours is a two year program start each year at the top of a column and label appropriately.

You will note that the sections of the guide are numbered so that each section is self-contained and independent. You can rearrange the sections of the guide so that they will coincide with the sequence of your topics as you have identified them.

Red Labels

Scope and Significance

Human Relations Skills

Communications Skills

Competencies

Space and Equipment

Safety and Sanitation

Work Simplification

HERO Club

Yellow Labels

Decision Making Process

Personal Value Patterns & Life Style

Money Management

Use of Resources

Consumer Buying

Consumer Credit

Consumer Rights & Responsibilities

Financial Security

Green Labels

Employment Prospects

Employment Applications

Employment Conditions

Employment Compensations

Business Procedures

Personal Characteristics

Employment Progress

Evaluation of Self as an Employee

ALTERATIONS and fitter for womens fashions. Experienced only need apply. Jennifer C. Thomas Mall

DRY CLEANER

All around man. Casa Grande, Arizona.
836-5261

CHILD DEVELOPMENT workers, employee benefits include paid vacations, holidays, sick leave and retirement. All shifts. Salary $382 mo. Contact nearest State Employment Agency.
c6-14

MAIDS
Must be experienced $1.40 per hour.
RODEWAY INN
950 N. Stone 624-7414

Help Wanted

HELP WANTED: Experienced cook, male or female. Top salary. Apply in person. Pinetop Country Club. (2tJune16c)

EXPERIENCED BAKER, full time, permanent, day hours. Company benefits. Apply at Globe Shopping City 5255 E. Broadway.

EXPERIENCED Floor . Only. Top wages, excellent working conditions. State age and experience. Write Box D-44 care this newspaper.

We have a lovely store, enjoy a good reputation, and need an experienced drapery sales person capable of measuring and figuring own jobs; someone with an overall knowledge of carpet, drapery, and design. Very good future for qualified persons. Reply Box 19-SX, Republic and Gazette.

WOMAN wanted for nursery school. Infant department, 7-1 p.m., over 26. $1.40 hour to start. Sunnyslope area. 997-4465

Resort Employment
Northern Arizona — on Highway 66.
Relief cook & relief guide
Full time Guide for caverns
6 work days, B&L plus wages
Will train guide.
GRAND CANYON CAVERNS
Dinosaur City, Az or call
Dinosaur City No. 1, Via Prescott
ask for Mr. Quinn.

STEADY attractive waitresses for new Mexican food restaurant, lunches and split shifts. 4218 North Scottsdale Road

EMPLOYMENT
300-349

WANTED: Qualified interior decorator, complete knowledge of draperies, furniture and carpet. Baer's of Sun City. 933-0105 for appointment.

EXPERIENCED AIDES

Phoenix Nursing & Convalescent Center needs experienced aides to work on call all shifts. 1314 E. McDowell Rd.

SCOPE & SIGNIFICANCE

OBJECTIVE

THE STUDENT:

is able to list the reasons within our society which support the need for the specific home economics career area in which he is involved.

CONTENT

*1

As a society moves from a producing society to a consuming society more traditional home economics services are provided outside of the home.

Forces converging to accelerate the need for additional home economics related services include:

- female employment
- family mobility
- urbanization
- single parent family
- technological advances (1)

LEARNING EXPERIENCES

Utilizing a description of early Arizona residents (Appendix A) each individual will compare the needs of those families with those of his own. He will explain how his family utilizes services pertinent to the home economics occupations are he is studying. He will identify reasons within our society which support the changes in the need for and use of these services.

Students participate in a future gazing session in which they will try to project into the future and consider what will be the potential for home economics related occupations. Future Shock is a good reference for this experience.

**Each individual will develop an Occu-Scope in which he will trace the history and trends of the particular area which he has selected as his career goal. This will be only the first section of the Occu-Scope. A possible total outline for an Occu-Scope is presented in Appendix B.

**Individually students will bring to class news and magazine articles which provide information about the scope and significance of their occupational interest. Each student will also try to obtain information about current and future trends related to the occupational area.

**Students will examine professional magazines & trade journals to identify current and future development related to their career interests. These publications are often available at the training stations.

TEACHER COMMENTS

---

(1) White House Conference on Children, p. 273. (Complete reference in bibliography.)

OBJECTIVE

THE STUDENT:

is able to list various types of establishments and the kinds of service the establishments provide in his career interest area.

CONTENT *2

Home Economics Related Occupations offer a wide variety of services and establishments in each area. A partial listing might include:

- Child Care: public & private nursery schools, elementary schools, hospitals
- Clothing: department stores, dry cleaning establishments, launderettes
- Food: hotels & motels, restaurants, hospitals, nursing homes, caterers
- Home Furnishings: department stores, interior design studios, etc.
- Institutional & Home Management: hotels & motels, hospitals etc.

LEARNING EXPERIENCES

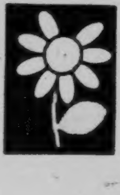
Each student will develop a Career Tree for his or her occupational area based upon the available references and the knowledge of the student. Appendix *C is an example of one done for the Hospitality Industry.

Utilizing the yellow pages of the phone book, the students will identify specific examples of each of the types of service available in their own community.

Each student will complete and analyze a chart indicating the similarities and differences between the various types of establishments as to
- services offered
- management structure etc.

**Each student will make a poster or bulletin board providing fellow students with basic information about the establishment employing him and his job. (These posters will be a valuable aid in community presentations and future recruitment.)

~~TEACHER~~ COMMENTS



OBJECTIVE

THE STUDENT:

is able to explain the home economics related occupations ladder and lattices for his specific area.

CONTENT *3

Career ladders suggest progressive horizontal steps in a given profession from entry level to more skilled positions.

Career lattices suggest progression in a vertical direction from one career emphasis to another which may hold greater interest and challenge for an individual.

LEARNING EXPERIENCES

Teacher will give an illustrated lecture on the major characteristics of career ladders and lattices. For further identification on home economics career ladders and potential lattices see pages earlier in this framework.

Utilizing the local newspaper want-ads an individual will list the types of employment available within his career interest area.

Using the Occupational Handbook and other resources students will find the appropriate title and job description for each type of employment requested in the want-ads. Individuals will compare the job titles in relation to the tasks to be performed and the level of education expected of a person in the defined position.

Students will interview persons in his area to see if they progressed up a career ladder or across a career lattice. A biography of a person in the student's career interest area may also provide similar information.

**Students will be provided opportunities throughout the year to discuss their experiences on the job. These opportunities will allow all students to become acquainted with the various opportunities available in home economics related occupations.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to verbalize the relationship /
between the personal qualities required /
in the area of his occupational choice /
to his probable success in the position. /

CONTENT

Personal qualities necessary for employment in defined occupational areas are related to education, physical requirements, grooming, technical competence, personality and character.

LEARNING EXPERIENCES

Students will utilize the characteristics identified in Appendix *D to do a Q sort indicating the characteristics they want most to find in an employment situation.

Now students will do a second Q sort on the characteristics needed by persons in their current jobs and will compare and consider the commonalities and differences.

Students will make a large HERO Daisy. In the center of the daisy they will write those personal qualities which are related to all home economics related occupational fields. The daisy will have 5 petals and on each petal the special qualities required by each of the occupational areas will be identified.

**Each student will interview an experienced worker to identify characteristics he believes to be important for an employee in his occupational area. He will also interview someone in a higher step of the career ladder. Any new characteristics will be added to the list.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

writes a plan for advancement to /
attain a selected career goal. /

CONTENT *5

Selection of a definite career goal and implementing action for its attainment will allow an individual to incorporate new experiences and educational opportunities in his progress toward his selected career goal.

LEARNING EXPERIENCES

Each student will find appropriate information about the benefits of additional education and/or training for his career interest.

**The individual will state a specific goal and will develop a written plan to indicate his intended advancement toward his goal. The student will collect the appropriate information relative to his future education and/or experiences.

The student will present his proposed plan to the coordinator and the employer so additional counseling can be done if necessary. (Also appropriate reinforcement.)

**Each student will do a complete job description and will illustrate with pictures of himself engaged in different job phases. (These are very valuable aids in recruitment and community presentations etc.)

TEACHER COMMENTS

SCOPE AND SIGNIFICANCE OF OCCUPATIONAL AREA

REFERENCES

Child Care	______. White House Conference on Children. Washington, D.C.: Superintendent of Documents, 1971. $4.75
Clothing	McDermott, Irene and Norris, Jeanne. Opportunities in Clothing. Peoria, Illinois: Charles A. Bennett Company, Inc., 1968.
Food	U. S. Department of Health, Education and Welfare. Training Food Service Personnel for the Hospitality Industry. Washington, D. C.: Superintendent of Documents, 1969. 65¢ Almarode, Richard L. Developing A Hospitality Program in High Schools. Washington, D. C.: Council on Hotel, Restaurant and Institutional Education, 1970.
Home Furnishings	Lewis, Dora S., Burns, Jean O., Segner, Esther F. Housing and Home Management. New York: Macmillan Company, 1969.
Institutional and Home Management	American Hotel and Motel Association. Career Opportunities in Hotel-Motel Management and Household Employment. New York: American Hotel and Motel Association, Educational Institute, 221 West 57th Street, New York, New York.

GENERAL REFERENCES

Economics Research Department, Valley National Bank. Arizona Statistical Review. Phoenix, Arizona (85001): Valley National Bank, 141 N. Central Avenue.

Employment Security Commission of Arizona, Arizona State Employment Service. Publications on Careers. Phoenix, Arizona (85007): Arizona State Employment Service, 1717 W. Jefferson Street.

Toffler, Alvin. Future Shock. New York: Bantam Books, 1970.

U. S. Department of Labor. Occupational Outlook Handbook, 1972-73 Edition. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1972. $6.25.

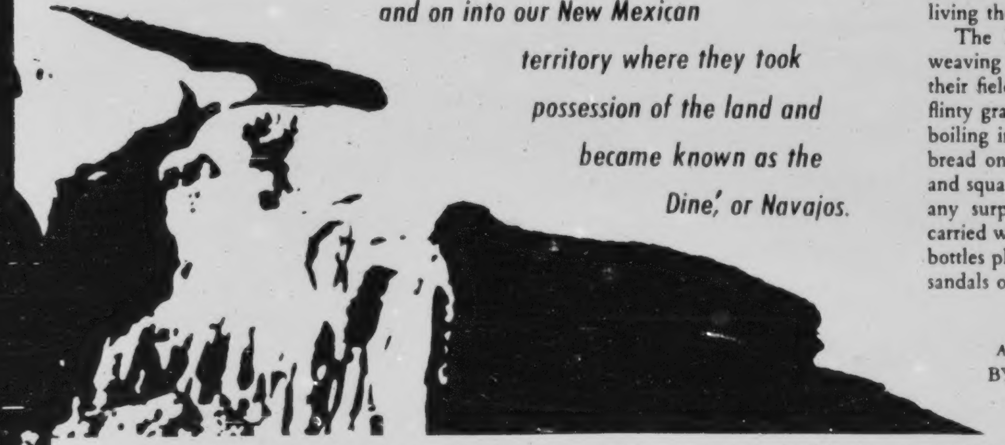
Trade Journals and Professional Magazines as they are available to you through request to the publisher or sharing by employers.

APPENDIX *A

They filtered down
in small groups from the frozen
north, migrating barbarians
clad in animal skins and
armed with powerful bows
strung with sinew.

THE INDESTRUCTIBLES

Anthropologists agree
that these Athapascan Indians
came into America by way
of the land bridge then
connecting our continent with Asia.
It is assumed that parties
of hunters followed game
animals into Alaska, and
through the centuries
drifted into British Columbia
and on into our New Mexican
territory where they took
possession of the land and
became known as the
Dine,' or Navajos.



Their trek was not a continuous journey and they did not travel in large numbers since they were hunters and were compelled to live off the land through which they passed. Sometimes they stopped for centuries where hunting was easy and enemies few. They married native women, absorbed smaller tribes, learned to plant beans and corn, and when drought or more aggressive Indians threatened they moved on — always southward.

When they reached what is now western United States the travelers separated into two parties. More war-like members kept well to the mountains and ended up Arizona Apaches.

The Diné traveled the slopes and highlands until they came to the fertile valley of the San Juan River, home of an ancient Pueblo people. Here they found a ready-made world awaiting them with all the pioneering done by the tribe living there.

The Pueblos wore clothing of their own weaving from cotton they cultivated, and in their fields they grew a deep-rooted corn with flinty grains which they pounded into meal for boiling in pottery cooking vessels or baking as bread on hot rocks. They grew beans, melons and squash, and knew how to dry and preserve any surplus food for a time of need. They carried water with them on long hunts in woven bottles plastered with pine gum, and they made sandals of skins and woven grass.

ILLUSTRATIONS FOR
ARIZONA HIGHWAYS MAGAZINE
BY GERARD CURTIS DELANO

Reproduced by special permission from the August 1968 issue of Arizona Highways, pages 8 - 9.

Saga of the Navajos from the early times through the bitter horrors of the Long Walk — and then Peace

BY DAMA LANGLEY

Their houses were of rock with straight sides, and around them they had walls of stone to repel hostile neighbors. All work in the fields and house building was shared, and all the ripened crops were equally divided. Their life was entirely communal. The women made baskets of reeds and willow for food storage, and both men and women prepared the cotton fibers for weaving. They had joyous pleasure in serving their gods of nature and spent many hours dancing and singing to please them.

These Pueblos must have been bewildered by the barbaric newcomers, but there is no record of discord between the two tribes. They marveled at the cleansing steam baths taken in small rounded houses, much like the rude shelters the visitors built and called hogans. Every Navajo hunter had as many wives as he could feed, because a lone woman was useless to the tribe. Many of the wives were sisters for practical reasons; they quarreled less and the husband had fewer mothers-in-law to dodge, another custom from Asia. They learned to weave and make cooking pots. They planted and raised food, and ruins are found of their crude hogans built close to the stone houses on mesas — all protected from raiding Utes by surrounding stone walls.

While the Navajos lived with the Pueblos in Old Navajoland they watched their religious ceremonies and patterned a fearful creed of their own. All of their powers are harmful forces, ready to destroy with witchcraft any luckless Navajo that displeases them. They have many superstitions regarding bears and coyotes, and an owl is poison to a night-traveling Diné. All of their rites are slanted toward appeasement and outwitting the evil around them. Yet their songs are of beauty, and the House Blessing ceremony is beautiful to see and hear.

Medicine Men, trained in sleight of hand, psychology, and the value of native herbs and plants, spend their lives learning healing songs and the intricate ceremonials which comprise Navajo religion. The Nine Day Sing with Squaw Dance or Enemy Way is the one most commonly seen by whites. The Mountain Chant, Sand Paintings and the Fire Dance, beginning with the magic growth of corn, are all part of the tricks in trade of a good Singer. Terror of death and of a dead body are universal with the Navajos, and if the unfortunate patient isn't carried out to die alone away from the hogan, the structure and its contents must be destroyed. Privacy and personal dignity are cardinal requirements of the Navajo Nation.

There is little known as to why or when the Pueblo deserted Old Navajoland and moved eastward to the Rio Grande Valley where there were dozens of other Pueblo tribes. After they left, the Diné stayed pretty well within its bounds, hunting, farming and multiplying.

That was the way it was in the Southwest when the Spanish conquistadores swept up from Mexico in search of treasure. Their motto was "Gold, God and Spain" with emphasis on gold. Coronado, misled by his spies, believed that Zuñi Pueblo was one of the seven lost cities of Cibola, and his search was thorough. He enslaved each Indian tribe en route, demanding of them to lead him to the golden cities. With shattered dreams, he pushed on to the Rio Grande Pueblos where again he found only earthen dwellings and hard-working Indians farming for a livelihood. The people were terrified by the strange animals carrying men on their backs, and they brought out all their stored food, woven cloth and deerskins for the Spaniards. Coronado, disappointed in his search, went back to Mexico and to disgrace. He took the horses with him, and for fifty years only tales of the magic animals were heard by younger generations.

Then Onate, the Colonizer, returned to take complete charge of the Rio Grande Valley and its inhabitants. He brought with him hundreds of Mexican families to develop ranches, great flocks of sheep and goats, and hundreds of the fabulous horses the older Indians talked about. These animals were a crossbred Arab and Moorish Barb stock, strong, swift and wiry, and bred to withstand desert conditions. Their saddles were heavy with silver disks, the bridles gleamed with silver, and only owners were allowed to mount them. Indians were trained to feed, brush and care for them, but it mea death if a Pueblo should be found in the saddl

With Onate came church men wearing lon robes with heavy crosses on their breasts. It w their duty to convert the savage people to th true religion as practiced by the royal family Spain. All native ceremonies were suppresse and death came to any Indian that worshipe native gods. Tongues that would not mouth th catechism were torn out, and hands that refuse to make the sign of the cross were severe Women and children carried rocks and clay build the churches the long-robed maste wanted, while their menfolk labored in th fields to raise the levy placed on them.

Fields of beans and chili were planted an cotton from the Nile, along with indigo fo dyes. These must be tended by the wome when their other work was done. The Mex cans built outdoor ovens shaped like Spanis beehives and Pueblo women baked huge loav of fragrant bread after the wheat had bee beaten into flour. But none of the bread w given to the workers. The Indians were hungr terrified and angry. Their wives and daughte were objects of abuse by soldiers, and the small children were kept busy learning Lat words to praise a Spanish God.

While the Pueblos worked and starved, the untamed neighbors moved hogans within ru ning distance of the towns. Hidden in dee canyons the hogans began to harbor velv clothing trimmed with silver, and the Spanis ranchers, stripped of mounts and garments, we left dead from arrow wounds. The Dons neve saw the strange Indians they heard about, bu night and day observing eyes were on ever move made in the settlements. The Navaj were fascinated by animals on which man coul sit. They were too sly to enter corrals whe the horses were kept. Spanish owners, ridin out to view the crops, were easy prey.

APPENDIX *B

OUTLINE FOR OCCU-SCOPE

Answers to the following questions will give you a clearer idea as to the scope of the occupation you are considering as a career.

I. What is the history of this occupation?

   A. When was the service first performed?
   B. Who was involved in the occupation in the early days?
   C. Where was the service first performed?
   D. What are the major changes in the occupations through history?

II. How is the occupation used by society?

   A. What need or want does the product of this work meet?
   B. What would be the effects of doing without the services of workers in this occupation?
   C. About how many workers in the United States are employed in this career?

III. What are the working conditions for this occupation?

   A. What are the hours of work?
   B. What is the past history of the occupation as to layoffs and periods of high unemployment?
   C. What are the future prospects of the occupation as to whether there will continue to be a need for the service or product?
   D. What characteristics of the working conditions and surroundings make the occupation particularly pleasant?
   E. What kinds of working relationships will the worker be involved in on the job? (Working alone, in groups etc.)
   F. What are the fringe benefits (vacations, health insurance, uniforms, recreation, profit sharing, pensions)

IV. What education or training is needed for this occupation?

   A. What level of education is needed for entry onto the career ladder -- elementary, junior high, senior high or cellege?
   B. Is apprenticeship or trade school training necessary? If so -- What kind and how long?
   C. What schools, if any, offer the special training needed?
   D. How much will the education and/or training cost?
   E. What advancements are available to a person in this occupation?
   F. What are the necessary requirements for advancement on the Career Ladder?

V. What personal qualifications are needed for the occupation?

   A. Are any special aptitudes needed -- for example manipulative skills for cutting or sewing fabrics, balance for serving, a liking for children or the elderly, or a flair with foods?
   B. Are there any particular physical requirements, such as good physical stamina or strength, good eyesight, a certain height or weight?

VI. What does the employee do in this occupation?

- A. What are the three most significant activities that the employee does during a day?
- B. What are the three most signficant activities that the employee completes during a month?
- C. How do his duties change from day to day, or how do they change at different seasons of the year?

VII. What does an employee earn for his work?

- A. What are the average yearly earnings of employees in this occupation?
- B. What is the starting pay?
- C. What is the top level pay?
- D. What fringe benefits add to the pay?

VIII. What are the opportunities for advancement in this occupation?

- A. What are the top level positions in this occupation?
- B. What is the relationship between the number of persons in the field and the number of job opportunities currently available?

IX. How are workers organized?

- A. What are the characteristics of organizations to which the worker can belong?
- B. What are the benefits to workers of belonging to the organizations?
- C. What are the purposes of the organizations?
- D. What are the requirements for membership?

X. What are the advantages and disadvantages of this occupation?

- A. Finally, now that you have studied the occupation what are the advantages of this occupation for you as an individual?
- B. What are the disadvantages of this occupation for you as an individual?

XI. What were your sources of information for this occu-scope?

- A. What pamphlets and publications did you use in compiling this occu-scope?
- B. Who are the people that you consulted in developing this occu-scope?

XII. Other pieces of information which I found that didn't seem to relate to any of the above questions, but which I thought were important are:

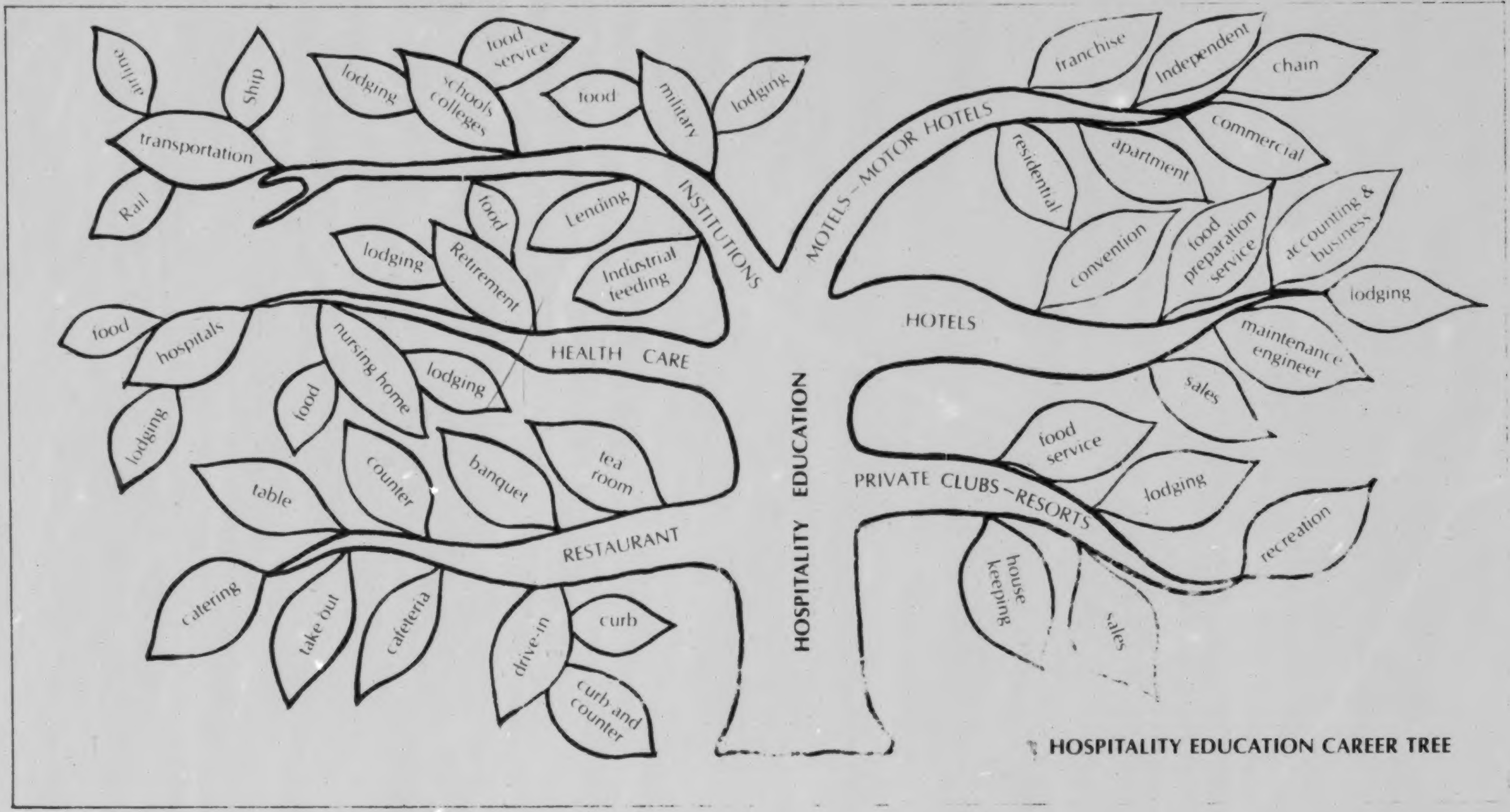
APPENDIX *C

...Technology Change Growth

The hospitality and service industry has undergone remarkable changes during recent years. Automation has brought about improved production methods in food preparation. Advances in food preservation, transportation and technology have increased the supply and variety of food products. The demand and need for food and lodging facilities and services has been facilitated by advances in the transportation industry, more leisure time for travel, an increase in disposable income and a more affluent population. Figure 2 illustrates the various segments of the industry and job functions in each segment.

National and international chains and franchises representing all phases of the industry continue to expand at a record breaking pace. Surveys indicate that the potential market has hardly been tapped. More leisure time and an affluent, well-educated population will make travel and away-from-home-dining more popular and possible.

FIGURE 2


airline
Ship
transportation
Rail
lodging
schools colleges
food service
food
military
lodging
INSTITUTIONS
food
Lending
lodging
Retirement
Industrial feeding
food
hospitals
lodging
nursing home
lodging
food
HEALTH CARE
table
counter
banquet
tea room
RESTAURANT
catering
take out
cafeteria
drive-in
curb
curb and counter
HOSPITALITY EDUCATION
franchise
Independent
chain
MOTELS – MOTOR HOTELS
residential
apartment
commercial
convention
food preparation service
accounting & business
lodging
HOTELS
maintenance engineer
sales
food service
lodging
PRIVATE CLUBS – RESORTS
recreation
house keeping
sales

HOSPITALITY EDUCATION CAREER TREE

Reproduced by special permission of the Council on Hotel, Restaurant & Institutional Education from their publication Developing A Hospitality Program in High Schools by Richard L. Almarode.

APPENDIX *D

Cut the items on this page into seperate pieces and then place each item in a group that (1) you want in a job, (2) ok to have in job, (3) don't want in job.

Work where major decisions are made by someone else.	Work where I make some decisions.	Work in which no decisions are necessary.
Work where I could have a variety of activities.	Work where I could have only one or two main activities.	Work for which I am trained for one skill.
Work in which I manage my own time and energy.	Work in which there is pressure to meet deadlines.	Work that is scheduled by customer demand.
Work that demands imagination and resourcefulness.	Work in which you add some of your own ideas.	Work where you do exactly what you are told to do.
Work where you are associated with adults.	Work where you are associated with children and adults.	Work where you are associat with adults.
Work in which specific uniforms are required.	Work where neat dress is required.	Work where type of dress do not matter.
Work that allows opportunity for overtime.	Work that you do only part time.	Work that is definately a specified number of hours per week.
Work in which I must keep up-to-date on new products.	Work in which I may sometimes need to up-date my skills.	Work where I can continue to do the same thing over a period of time - no up-date

FOR RECORDING IDEAS AND SUGGESTIONS FOR FURTHER DEVELOPING THE FRAMEWORK FOR HOME ECONOMICS RELATED OCCUPATIONS! ! ! ! ! ! ! !

(Based on your experience in teaching a Home Economics Related Occupations program please jot down ideas that you would be willing to share with others teaching in this program. To everyone that sends in a form we will send a copy of the suggestions received from all other teachers that month. PLEASE SHARE WITH US SO WE CAN ALL GROW.)

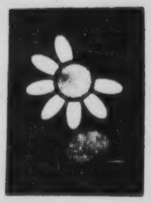
PLEASE ADD SUGGESTIONS IN THE FOLLOWING AREAS -- AS THEY SEEM SIGNIFICANT TO YOU.

Curriculum area; ______________________________

OBJECTIVE

CONTENT

LEARNING EXPERIENCES



Name ______________________
Address ____________________
____

When you have completed this form please fold the page closed and staple shut. Then attach a stamp and send to the address found on the reverse side.

Thank- you.

HEADSTART DIRECTOR for Pinal Gila Community Action Programs Inc. BS in early childhood education or the equivalent. Good physical condition. Must be willing to work overtime whenever necessary, administrative capabilities, fiscal management to include; budget preparation and fiscal control. Must have reliable transportation & valid drivers license. Person will be responsible for overall supervision of Headstart Programs in Pinal & Gila Counties. Base salary $600 per month. Apply by 5 p.m., June 16 at Pinal Gila Community Action Programs Inc., 188 S. Main, Coolidge. An equal opportunity employer. c6-14

13-Help Wanted

WANTED: full time maid. Apply between 1 and 4 p.m. at Sierra Motel, 809 White Spar.

MEN'S, WOMEN'S ALTERATIONS HELP

Fully experienced in fitting & sewing. Excellent store benefits. Apply to Personnel Office.

LEVY'S

"You'll like working at Levy's"

WOOL PRESSER

AND/OR SILK FINISHER

Insurance benefits & holiday pay. Maroney's Cleaners, 3192 E. Indian School Rd.

COUPLE to work in small motel, living quarters and salary. Non-drinkers, 937-1312.

TEACHERS
Full & Part-time
ADMINISTRATOR-TEACHER
Private Day School
OPEN CLASSROOM
Reply Box 46 RX, Republic & Gazette

MAIDS — Apply Flamingo Motel. 5

WAITRESSES, fry-cooks and kitchen helper. Red Bull Restaurant. No phone calls. 5

MAID Wanted. Apply Frontier Motel. 5

HELP NEEDED: Service Station attendant & waitress. Couple preferred. Will train. Trailer available. Children OK. Call Nickerson Farms at Aztec 7. (P.S. we're 70 miles E. of Yuma). M-8-J-18

FEE CO PAID FEE CO PAID

DECORATOR

Layout & renderings, capable of full interior decorating of homes. Some supervision. Compensation open. 279-2364

C/M of PHOENIX 3033 N. Central

HUMAN
RELATIONS

HOUSEKEEPER WANTED

Housekeeper (nurses' aid). Attractive senior aged guest lodge. Call 277-9492.

BOB'S
Family Restaurants
"Home of the Big Boy"
Now Interviewing
Full-time permanent
COOK-TRAINEES
DISHWASHERS
APPLY MONDAY 2-4
No Exper. Necessary
We Train You
4690 E. Speedway
No Phone Calls Please

HOSTESS wanted, must be 21, work evening shift. Apply in person only. Garcia Del Este, 7243 E. Camelback

OBJECTIVE

THE STUDENT:

is able to list and demonstrate in role playing or on the job attitudes, personal qualities, and behavior patterns which contribute to effective human relationships.

CONTENT #1

Human relations can be facilitated when an employee
- works as a member of a team
- respects the property, privacy and time of others
- shows consideration of others.

LEARNING EXPERIENCES

Each individual will identify the attitudinal differences between a consumer and an employee as each enters an establishment. Examples might include differences between when:
- buying and selling fabric
- taking a child to center and accepting a child at the center.

(Students might want to utilize the 2 chair technique where they have a dialogue with themselves by simply moving from one chair to another and changing roles as they do.)

Students will listen to the record "I Did It My Way" and will discuss the effects on a business if everyone did everything their own way. Cite examples of when there are advantages to doing things the individual's way and when there are disadvantages.

Each student will cite at least one example of two or more persons who were not working together as a team. What were the results? Who could have helped them cooperate to do a better job? How could you have helped?

Complete the crossword puzzle found in Appendix #A -- "On the Way to Work".

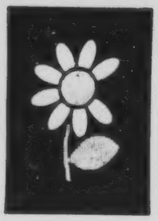
Have a bulletin board on "How Human Are Your Relationships?" in Appendix #B.

**Individual students will react to a series of critical incidents related to "RIGHTS AT WORK." An example might be:

[Jane overhears two of the waitresses discussing another waitress because they don't think she is putting her tips into the common collection for division later as she is supposed to do. Jane thinks that she is.]

(The incidents may have been collected from the students' weekly report forms.)

TEACHER COMMENTS



#2

OBJECTIVE

THE STUDENT:

will use human relations factors involved in serving his customers as evidenced by role playing and/or performance on the job.

CONTENT

Human relations factors in serving customers relate to:

- accepting each customer as a unique individual
- considering possible personality variables -- physical differences
  - temperament & intelligence
  - disposition & behavior
  - habits
  - acquired attitudes, beliefs & prejudices
- considering possible age & physical differences
- having empathy and consideration for the customer.

LEARNING EXPERIENCES

Each student will be provided with a "Picture People to Please" device. The device has a picture of a customer on the top of the page. Each student will write on the bottom of the page ways that he might perform the job to help insure customer satisfaction. Students will show their picture people to the other members of the class and read their answers. One student could be at the board to categorize the suggestions in relation to human relations factors.

**Each student will record examples of human relation factors encountered on the job. (This could show on the weekly reports.) These could also be recorded onto a tape by students.

Students will discuss these examples with coordinator during conference period.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

understands and follows ethical practices in his relationships as evidenced by response to case studies and performance on the job.

CONTENT #3

Ethical practices relate to
- dependability & discretion in confidential matters
- recognition of channels of authority
- evidence of responsible attitude toward work

LEARNING EXPERIENCES

A panel composed of business men and the clergy will have a discussion on ethics. Students will be encouraged to ask questions related to the topic.

ON THE SPOT ---
ON THE JOB!!!

Develop brief situations related to:

not applying correct or complete procedures
downgrading of other persons
not giving top performance
gossip
excessive tardiness
calling in sick when not
giving out misinformation
stealing
  - time
  - goods

Respond to the following written memo

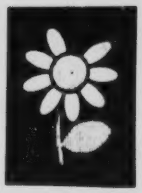
To: *A. Stu*

From: *Fellow Stu*

I hear that they finally canned the old windbag that was our manager at work. What did you find out when you were at work today?

HOW WOULD YOU RESPOND?

TEACHER COMMENTS



HUMAN RELATIONS

References

Chapman, Elwood N. *Your Attitude Is Showing.* Chicago, Illinois: Science Research Associates, Inc., 1964.

Kimbrell, Grady and Vineyard, Ben S. *Succeeding in the World of Work.* Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970.

Sorenson, Marguerite M. and Forehand, Garlie A. *Psychology For Living.* Manchester, Mo.: Webster/McGraw-Hill, 1970.

Available on loan from the Home Economics Education Section of the State Department of Vocational Education:

Illustrated Fiction Stories -- 4 pages each from

Anderson, Anton, Corman, Slater, and Kipniss. *World of Work: Readings in Interpersonal Relationships.* Manchester, Mo.: Webster/McGraw-Hill, 1970.

The 19 stories in section II: Keeping the Job are particularly appropriate to Human Relations.

Filmstrips and accompanying records

Guidance Associates of Pleasantville, New York ---

Job Attitudes:

- Why Work at All?, 10 minutes
- Trouble at Work, Parts I (8 min.), II (5 min.), III (6 min.), IV (5 min.)
- Liking Your Job and Your Life, Parts I (9 min.), II (7 min.), III (8 min.), IV (7 min.)
- A Job That Goes Some Place, Part I & II

APPENDIX #A

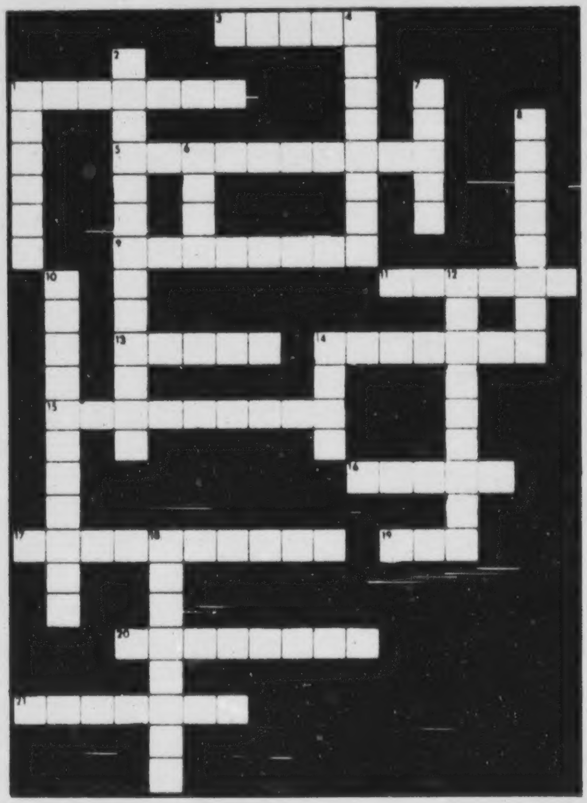
CROSSWORD PUZZLE -- ON THE WAY TO WORK

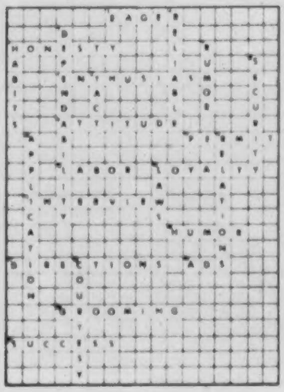
ACROSS

1. Sue returned a $10 bill which she found in the employees' lounge to the assistant manager. She displayed this characteristic: _____.
3. One should never begin a job as an overly _____-beaver, but progress at a steady rate.
5. One should display a certain level of _____ or eagerness about his work at all times.
9. The _____ you possess may be either positive or negative; whichever it is, it is always showing, as it is displayed through your actions.
11. If you are under 18 years of age and wish to get a job, you must obtain special permission called a student work _____.
13. _____ unions are an important type of protection for the employee.
14. A quality which shows a sense of devotion to duty: _____.
15. On a job _____, the inverviewer should be the one to ask the questions and lead the conversation.
16. _____ is important on any job, as it helps to enliven even the gloomiest of days.
17. It is very important to be able to follow _____ if you expect to succeed in any job.
19. If you are looking for a job, the "help wanted" _____ can be very useful.
20. Good _____ on the job is essential. This includes hair, clothes and skin.
21. In order to gain _____ on the job, one must not only possess certain qualities but must be able to demonstrate these qualities.

DOWN

1. Poor personal _____ are projected in person's work, and one should try to improve or change them.
2. A very important quality for any job; if one possesses _____ he is always there when he is needed.
4. One who is trustworthy and from whom satisfactory performance may be expected is said to be _____.
6. A certain skill very helpful in dealing with difficult or delicate situations; by using _____, one can avoid giving offense.
7. Unconfirmed gossip: _____.
8. One of the deductions which is substracted from your total wages goes toward Social _____.
10. In filling out an _____ for work, one should always be neat, accurate and honest.
12. In any job, human _____ are important if you are going to get along with your employer and co-workers.
14. Each employee should be aware of the labor _____ of his state and the effect they have on him.
18. Having or showing good manners toward others on the job is of utmost importance. This act is called _____.





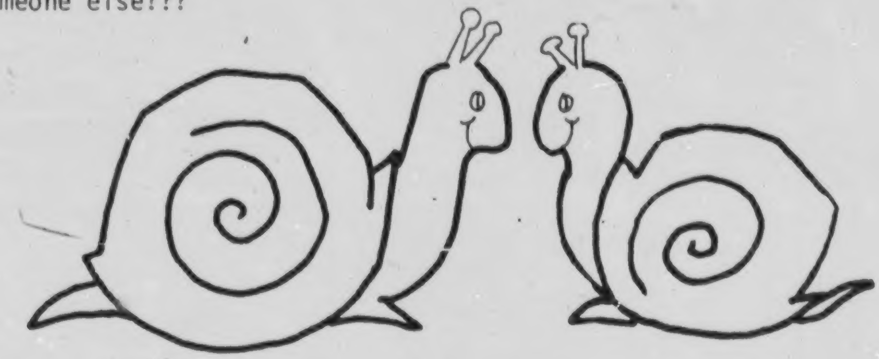
Reproduced by special permission from the January 1971 issue of WHAT'S NEW IN HOME ECONOMICS; Copyright (C) 1971 Dun-Donnelley Publishing Corporation.

APPENDIX #B

HOW HUMAN ARE YOUR RELATIONSHIPS???????

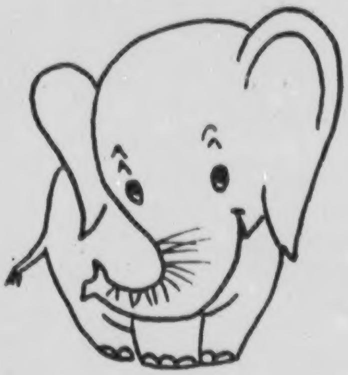
Are you involved in MONKEY
business when you could be
helping someone else???

Are you a BEAR when asked to
help someone else?



DOES CONSTANT TALKING SLOW
YOU DOWN??????

Do you hop from job to job??:



Are you an ELEPHANT who can
remember after being told
something once???

FOR RECORDING IDEAS AND SUGGESTIONS FOR FURTHER DEVELOPING THE FRAMEWORK FOR HOME ECONOMICS RELATED OCCUPATIONS! ! ! ! ! ! ! !

(Based on your experience in teaching a Home Economics Related Occupations program please jot down ideas that you would be willing to share with others teaching in this program. To everyone that sends in a form we will send a copy of the suggestions received from all other teachers that month. PLEASE SHARE WITH US SO WE CAN ALL GROW.)

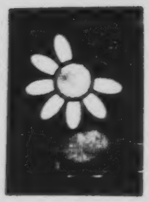
PLEASE ADD SUGGESTIONS IN THE FOLLOWING AREAS -- AS THEY SEEM SIGNIFICANT TO YOU.

Curriculum area; ______________________________

OBJECTIVE

CONTENT

LEARNING EXPERIENCES



Name ______________________
Address ______________________
____

When you have completed this form please fold the page closed and staple shut. Then attach a stamp and send to the address found on the reverse side.

Thank- you.

EXPERIENCED AIDES

Phoenix Nursing & Convalescent Center needs experienced aides to work on call all shifts. 1314 E. McDowell Rd.

MAIDS
FULL OR PART TIME
AT RANCH RESORT
Immediate Openings
Can live in if desire. All meals during working hours included.
Call 297-2266
8 AM - 7 PM
for appointment
for interview

Help Wanted

DRY CLEANING
MARKER-CHECKER-COUNTER
Experienced only. 4802 E. 22nd

5. Help Wanted

WAITRESSES WANTED. Exp. necessary. $1.30 an hour plus tips. Beaton's Truck Plaza, 12 miles west of Flagstaff. 774 2761.

HOBO JOE'S
OPENING NEW STORE & NEED
SHORT ORDER COOK
Fast, dependable, experienced only need apply. Paid vacations, hospitalization and life insurance.
APPLY IN PERSON

Drapery Experience necessary for this excellent opportunity. Pleating or alterations background helpful. Apply Save-Mor Rent a Car, 18 W. Drachman.

SALAD WOMAN
Experienced. Pleasant working conditions. Apply in person
SNO-WHITE DINING ROOM
18944 Grand River Detroit

NURSES Aides. All shifts. Scottsdale area Nursing Home. 947-7333.

Tucson General Hospital
POSITIONS OPEN
EKG TECHNICIAN, 2 years experience, typing, 7-3:30, $350 month to start.
CAFETERIA SERVER — relief position, Thursday and Friday off. $348 per month to start.
HOSPITAL MAIDS — 7-3:30 and 3-11:30, mature, experienced preferred. Starts $1.85 days, $2.02 evenings.
MEDICAL TRANSCRIBER — temporary opening 3 months. Hours and days flexible. Start $2.60 per hour.
VISIT PERSONNEL OFFICE 8-3:30
An Equal Opportunity Employer

EXPERIENCED bus boy, evening work only. Off Sundays. Call 327-5362.

GARMENT CUTTER
KATHLEEN LOUISE MFG. Co
N2726 Monroe FA 6-2350

NIGHT lady wanted for day care center, six days a week, 21 years of age or older. Some clean-up work. Between 8 and 5 call 276-4900.

EXPERIENCED alteration lady for drycleaning plant. LaMode Cleaners, 2618 North 16th Street. 253-1701.

COMMUNICATIONS

116
HELP WNTD, Male-Fem.

EXPERIENCED FLORAL designer, permanent, full time. Salary dependent upon skill. Reply Star Citizen Box 162-E.

HEALTH food specialists, full or part time, immediate employment available, paid daily, 244 N. Country Club Dr., 834-9281.

Experienced BUS BOY in formal dining room service. Country Club serving dinners only. Contact Mr. Eric, between 11 and 6 p.m. 885-6751.

OBJECTIVE

THE STUDENT:

is able to identify and follow the established procedures, policies, and forms at the training station as evidenced by observed behavior at the training station.

CONTENT

%1

Becoming acquainted with the training center, its policies, procedures and forms contributes to team work and effective communications.

LEARNING EXPERIENCES

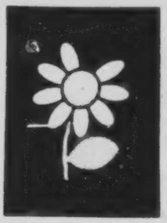
Each student will listen carefully to the comments made by the employer during the early days at the training station. He will keep all written policies, procedures, and forms in appropriately labeled files for easy references.

Each student will complete and analyze a fact sheet (Appendix %A) entitled "Do You Know??? which asks questions related to the student's place of work. This is best completed during the first week that the individual is on the job.

Students in the career area will interview workers in a variety of employment situations similar to theirs and collect as many examples of forms and statements of procedures and policies as possible. Students will work together to classify the various pieces of information relative to being NICE or being NECESSARY.

Students study forms for:
- how to complete
- value, importance, or contribution to the operation of the facility.

**Each student will prepare a "check-off" list" of information needed by a person in a new training station. Also some general procedures and policies that a new person should be particularly aware of.



TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

identifies and will be able to define in writing the terminology related to his training station.

CONTENT

Communication is facilitated when all persons understand and utilize the same basic terminology.

LEARNING EXPERIENCES

At the training station student will record all of the new terminology which pertains to the job and write definitions and/or uses of these terms.

Students review trade journals to identify additional terms utilized. These terms will be checked with another person at the training station to identify how often they are used and if the meaning is correct.

Each student will visit other similar establishments and will compare terminology used in the different establishments.

**During the year each individual student will develop a crossword puzzle using the terms which relate to his training station.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

demonstrates, by responding to unexpected written memo, his ability to utilize appropriate techniques to be certain he has a clear understanding of the task to be completed.

CONTENT

Good working relationships with those persons for whom they work are promoted when employee understands what is expected by

- listening carefully to instructions
- asking questions to clarify points about which they are not clear
- carrying out as quickly as possible.

LEARNING EXPERIENCES

Have students read about the six blind men (Appendix%B) and then have each student cite examples of when this might have happened on the job. What were the results?

Student will respond to a written memo within his career area. Example:

To: *A. Stu*

From: *Manager*

Immediately upon arriving at work this morning will you please clean and fill the pastry tubes.

You have absolutely no idea what they are to be filled with or how to clean the tubes. What would you do? Discuss the answer with at least one other person in your group.

The underlined sentences could relate to the career interest area of the student and so would be individualized.

TEACHER COMMENTS

References

Fabun, Don. *Communications: The Transfer of Meaning*. Beverly Hills, California: The Glencoe Press, 8791 Wilshire Boulevard, Beverly Hills, California 90211, 1968. (95¢)

Fleishman, Alfred. *Sense and Nonsense: A Study in Human Communication*. San Francisco: International Society for General Semantics, 1971. (order from: International Society for General Semantics, Post Office Box 2469, San Francisco, Cal., 94126.)

Hall, Edward T. *The Silent Language*. Greenwich, Conn.: Fawcett Publications, Inc., 1966.

Haney, William V. *Communications and Organizational Behavior*. Homewood, Illinois: Richard D. Irwin, Inc., 1967.

Penney's Educational Materials, 1301 Avenue of the Americas, New York, New York, 10019.

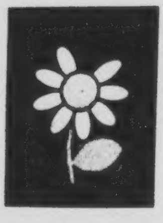
Awareness: Insight Into People, No. 83657, $11.50

Career Decision: Finding, Getting & Keeping a Job, No. 83891, $11.00

Are You Listening? No. 83830, $3.50.

(These materials should also be available from your local Penney store.)

_______. *You and Your Job: How To Keep It*. Chicago, Illinois: J. G. Ferguson Publishing Company, 1968.



APPENDIX %A

Do You Know?????

NAME ______________________

ABOUT THE BUSINESS WHICH EMPLOYS YOU . . . .

Name of firm ______________________

Address ______________________

______________________ Zip

Phone ______________________

Primary product or service of the firm. . .

ABOUT THE ORGANIZATION OF THE EMPLOYEES . . . .

Name of the top person in the firm

____

Number of persons employed by the firm

____

List the most important jobs in the firm

____

____

ABOUT YOUR EMPLOYMENT SITUATION . . . .

Name of the person that hired you

____

Name of your immediate supervisor

____

On an attached page list your most important tasks on the job.

DO YOU KNOW ABOUT ???

GETTING READY FOR WORK . . . . .

List special regulations about dress & grooming that you are to follow at work . . .

Are you to wear a uniform? _____ Who is to pay for the uniform? __________ What is the procedure for cleaning the uniforms?

GETTING TO WORK . .

Indicate how you will get to and from the training station . . .

List the specific regulations about where you are to park your car

BEING AT WORK . . .

Indicate the specific procedure you are to follow as you check-in for work . . .

Do you have scheduled rest breaks? ______ If you do when are they scheduled and for how long . . .

____

How were the firms special regulations and rules presented to you?

____

Where may the written regulations of the firm be found?
____

At what phone number may you be reached? __________

What limitations are placed on the use of phones for personal calls? ________________________________

Indicate the specific procedure to follow if you are going to be unable to be at work on any given day.

Indicate the specific procedure to follow in check-out at work. . .

DO YOU KNOW ABOUT ???

YOUR SALARY . . .

List the forms that you must complete to receive your salary . . .

W-4 Employee's Witholding Tax ______

______________________________ ______

______________________________ ______

______________________________ ______

(Place an X by each one you have already completed.)

How do you record the hours that you have worked?

What is your rate of pay?

On what dates do you receive your salary?

Put an X by each of the deductions below which will be taken from your salary. Below each one identify in one sentence why each is being witheld.

_____ Federal Income Tax, or Witholding Tax (F.I.T.)

____

_____ Social Security Tax (F.I.C.A.)

____

_____ State Income Tax

____

_____ City Income Tax

____

_____ Others

____

YOUR WORK SCHEDULE

Indicate specific company holidays

Find out if your employer will request that you work during school holidays?

DO YOU KNOW ABOUT ???

YOUR WORK SCHEDULE (continued)

Indicate in the schedule below your work schedule

	TIME		TOTAL DAILY HOURS
	START	STOP	
Mon.			
Tue.			
Wed.			
Thur.			
Fri.			
Sat.			
Sun.			

Total Weekly Hours ___

SAFETY

Name of person in your firm responsible for safety

____

Location of health room and/or first-aid supplies

Indicate the procedure to report all accidents

List the dangerous processes and/or equipment in your work area

Indicate special safety regulations that your firm has provided.

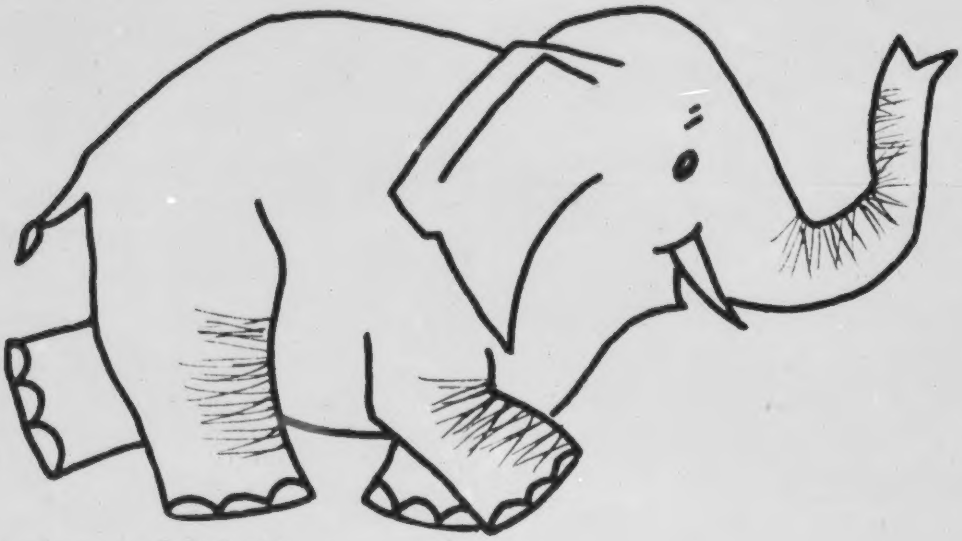
What is the first-aid procedure in your firm?

What medical service does your firm provide?

What do you do in case of fire? Include information about where the nearest fire extinguisher, alarm and telephone are.

APPENDIX %B

PARABLE OF THE BLIND MEN AND THE ELEPHANT



It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The First approached the Elephant,/ And happening to fall
Against his broad and sturdy side,/ At once began to bawl:
"God bless me! but the Elephant? Is very like a wall!"

The Second, feeling of the tusk,/ Cried, "Ho! what have we here
So very round and smooth and sharp?? To me 'tis very clear
This wonder of an Elephant? Is very like a spear!"

The Third approached the animal,/ And, happening to take
The squirming trunk within his hands/ Thus boldly up he spake:
"I see," quoth he, "the Elephant is very like a snake!"

The Fourth reached out an eager hand, And felt about the knee:
"What most this wondrous beast is like is very plain," quoth he;
"Tis clear enough the Elephant is very like a tree!"

The Fifth, who chanced to touch the ear,/ Said; "E'en the
blindest man can tell what this resembles most;/
Deny the fact who can,/ This marvel of an Elephant/
Is very like a fan!"

The Sixth no sooner had begun/ About the beast to grope
Than, seizing on the swinging tail/ That fell within his scope.
"I see," quoth he, "the Elephant is very like a rope!"

And so these men of Indostan/ Disputed loud and long,
Each in his own opinion? Exceeding stiff and strong.
Though each was partly in the right,/ They all were in the wrong!

FOR RECORDING IDEAS AND SUGGESTIONS FOR FURTHER DEVELOPING THE FRAMEWORK FOR HOME ECONOMICS RELATED OCCUPATIONS! ! ! ! ! ! ! !

(Based on your experience in teaching a Home Economics Related Occupations program please jot down ideas that you would be willing to share with others teaching in this program. To everyone that sends in a form we will send a copy of the suggestions received from all other teachers that month. PLEASE SHARE WITH US SO WE CAN ALL GROW.)

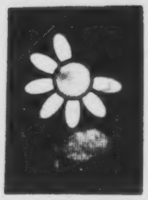
PLEASE ADD SUGGESTIONS IN THE FOLLOWING AREAS -- AS THEY SEEM SIGNIFICANT TO YOU.

Curriculum area; ______________________________

OBJECTIVE

CONTENT

LEARNING EXPERIENCES



Name ______________________
Address ______________________
____

When you have completed this form please fold the page closed and staple shut. Then attach a stamp and send to the address found on the reverse side.

Thank- you.

HOUSE PARENTS

Valley of the Sun School has recently opened new half-way house. Need married couple to supervise young adults. Contact Dr. Helberg 278-5551, Weekdays between 8-4 p.m.

SEAMSTRESS
FITTER

Immediate opening. Full time. Part time. Experience desirable. Permanent with all store benefits.

STEINFELD'S
APPLY 35 N. STONE
Personnel

AIDES for care of elderly, see Mrs. Grove, 9am-11am only. 7830 North 59th Avenue, Glendale.

MOTEL MAID WANTED
Sage & Sand Motel, 314 E. Benson Hwy

MAID with references to work 5 to 7 days a week. Permanent position, apply at 344 4th Ave.
R-8-J-20

DRY CLEANING EXPERIENCE
MARKER-CHECKER-COUNTER
Sta-Glo Cleaners, 4802 E. 22nd

PART TIME and full time help wanted for the new McDonalds at 22nd-Kolb. All positions and hours are available to clean, neat individuals who are willing to work hard. Apply McDonalds, 1711 E. Speedway

WAITER, For fine restaurant, experienced in first class service. References. Don Quijote's, 1829 E. Limberlost after 3.

SHORT ORDER cook wanted. Jolly King Restaurant. 623-5444 or 624-8771 for appointment.

10. HELP WANTED

Creighton's are in need of help in our alteration department. Contact our womens store

100
HELP WANTED, MALE

HOBO JOE'S

FRY COOK

Fast, dependable. Experience preferred but will train. Future in management. Paid vacations, hospitalization and life insurance.

APPLY IN PERSON
2701 E. BROADWAY
An Equal Opportunity Employer

310—Help Wanted General

GLACIER National Park hotels need experienced cooks, June-September, contact Mr. Robert Hayes, Prince of Wales Hotel, Waterton Lakes National Parks, Alberta, Canada. 403 859-2231.

BAKER trainee for out of town cafeteria. Five day week, hospitalization, paid vacation, retirement benefits. Apply in person after 10 a.m. Piccadilly Cafeteria, 4571 East Thomas Road.

EXPERIENCED Factory Sewing Machine operators wanted. Steady work. Debby Manufacturing, 23 W. 27th Street

EXPERIENCED floral designer. Norman's Flower Shop, 3813 North 7th Street

COMPETENCIES

EXPERIENCED person for buying, preparing and serving food in snack shop of private club. 968-2453, between 8 a.m. and 5 p.m.

FIRST COOK

Capable handling kitchen in chef's absence. Call Mr. Counes for appointment. 622-3611.

THE NORTHWOODS
2702 N. MIRACLE MILE

A-1 UPHOLSTERER needed. $150 week or more must know how to cut and sew. 414 E. 9th St. 622-1552.

OBJECTIVE

THE STUDENT:

is able to identify the developmental growth areas of a child through remarks made on a tape recorder about case studies and/or performance on the job.

CONTENT

Children experience growth in the areas of
- emotional
- intellectual
- physical
- social

development which is the basis for plans and programs of a child care center.

LEARNING EXPERIENCES

Students will review basic resources to obtain information about the developmental growth areas of a child.

Pictures will be selected by students to illustrate each of the developmental growth areas for children. Identify specific ways in which the developmental area may be fostered. (If it is difficult to find pictures in magazines there are usually coloring books that have some excellent illustrations.)

Each student will interview, either in or out of class, a mother and have her describe how her child has developed socially, emotionally, physically and/or intellectually since he entered the child care center. (If possible view pictures and/or slides of the child.)

Students will present a situation which happened at a training station and role play alternative procedures which could have been utilized to help meet the needs of the child depending on if the needs were social, emotional, intellectual or physical. (Putting these case situations in a card file will provide readily available materials for next year.)

**The student will identify two children in his training station and make observational notes on the social, emotional, intellectual and physical development of these children. He will cite specific procedures which he utilizes to maximize the development of these children in his job.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to utilize positive guidance and reinforcement in simulated situations and/or on the job.

CONTENT

The use of positive guidance and reinforcement by child care workers is conducive to
- cooperation & learning of the child
- development of a healthy self concept of the child
- satisfaction of the parents (customers)
- continued employment by employer

Positive guidance and reinforcement includes:
- setting clear limits
- enforcing limits consistently

LEARNING EXPERIENCES

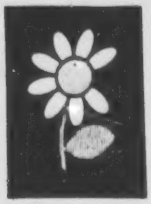
Each student will review basic available resources for principles related to the use of positive guidance and reinforcement techniques. Each student will identify specific situations in which the principles could have been applied from her work activities at the training station.

Students will find copies of Dennis the Menace or Peanuts cartoons and identify positive techniques which a child care worker could employ with the children to solve the problems. All students in the career interest groups could discuss various ways that they might handle the situations. Criteria for evaluation of the various techniques would relate to the development of the child, satisfaction of the parents and feasibility within a child care center.

Students will interview an employer to identify techniques the employer requests that his employees utilize in particular situations. Each student will discuss the differences and similarities discovered in the interviews with other members of his career interest group. Categorize the principles in relation to the benefits for
- the child
- the parent (customer)
- the employee
- the employer

**The student will identify examples of the application of positive guidance and reinforcement by child care workers. He will cite situations in which he could have applied similar techniques.

TEACHER COMMENTS



OBJECTIVE

THE STUDENT:

is able to design developmental learning experiences for use with children in the child care center as evidenced by written plans and/or performance on the job.

CONTENT

There are a variety of learning experiences which contribute to the development of children

- arts and crafts
- books
- dramatics
- games
- music
- nature
- science.

Each type of learning experience has characteristics which willneed to be considered for successful development.

LEARNING EXPERIENCES

Students will review basic resources related to the various learning activities in which a child may be involved.

Each student will keep a list of the activities which are utilized in the child care center for a one week period. Categorize the activities in relation to the

- involvement of the child
- type of development promoted
- equipment required
- time required

Each student will interview a child who attends a child care center to identify the experiences the child remembers. Students will hypothesize why the child remembers the particular activities that he does.

Each student will select an area of interest (art, music, science etc.) and identify the characteristics of learning experiences appropriate for the different age levels. He will give a report to the career interest group illustrating the points with real materials.

A person with special competencies related to one of the areas (art, music etc.) will be interviewed by a student. The interview may be in person or taped so that the specific techniques suggested by the person can be shared with other members of the career interest group.

**Each student will develop a card file of suggestions for learning experiences for future work with children.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to evaluate the physical environment in relation to possible health and safety hazards

CONTENT

When a person is responsible for children he is alert to possible health and safety hazards.

When children do have accidents, quick and appropriate treatment can minimize the ill effects of the accident.

LEARNING EXPERIENCES

Students will review the section on child safety in the Arizona Curriculum Guide for Child Development.

The student will interview the person who is in charge of safety at the child care center and learn the exact procedures that are to be followed for the center in case of an emergency.

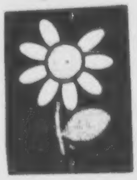
The student will obtain the state laws which relate to the care of the child. Read the laws carefully and make suggestions as to how the laws can guide him to be a more effective child care worker.

Students will periodically be involved during the course, in unannounced mock accidents to test their speed and response in reacting to emergencies. A student panel will evaluate the effectiveness of their actions in the situation.

The students will consult statistics about the most frequent causes of children's accidents. Each student will collect newspaper clippings about children's accidents in the area. All accidents will be categorized in relation to cause
- characteristics of child
- characteristics of person caring for child
- characteristics of physical environment.

**Each student will be continually alert to potential dangers to the safety of a child at the training station. He will develop a plan to accident proof the training station.

TEACHER COMMENTS



OBJECTIVE

CONTENT C.D. +5

THE STUDENT:

is able to plan, prepare and serve attractive and nutritious foods which are economical in relation to time and money costs on the job.

Foods served to children in a child care center need to meet basic requirements related to
- appeal to child
- nutrition
- economy

LEARNING EXPERIENCES

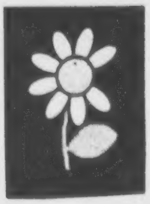
Students will review basic resources for information relative to
- food preferences of the growing child
- nutrition
- establishment of good eating habits

Students will observe at their training station for a week, listing all of the foods served. They will categorize the foods as to
- preference by children
- time to prepare
- nutritive value
- cost
- appeal

Students will have children serve as a taste panel to note reactions the individual children have to difference in sizes, colors, tastes, and textures of food.

Each student will plan menus for a week at his training station. He will compare difference in relation to
- nutritive value
- personnel, equipment & maintenance required
- cost

TEACHER COMMENTS



BEST COPY AVAILABLE

OBJECTIVE

THE STUDENT:

is able to identify the basic needs of the elderly as evidenced by remarks made on a tape recorder about case studies and/or performance on the job.

CONTENT E. +1

The elderly are able to move toward their full potential as programs are provided to help them meet their basic needs

- emotional
- intellectual
- physical
- social

LEARNING EXPERIENCES

Students will review basic resources to obtain information about the basic needs of the elderly.

Pictures will be selected by students to illustrate each of the basic needs which the elderly must have met. Besides each picture the student will identify specific ways in which the need might be met at his or her training station. Students will discuss the pictures and the answers in a group composed of others in their career interest area.

Student will interview a professional who provides services to the elderly to identify the particular needs of the aging person. The professional could also suggest some of the ways in which these needs are being successfully met by persons at their agency.

The student will visit an adult center or park to observe the characteristics of the elderly. Each student will relate these characteristics of the elderly to their basic needs.

**The student will identify one adult in his training station and make observational notes on the social, emotional, intellectual and physical needs of the adult. He will cite specific procedures which he utilizes to maximize the development of the adult in his job.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to utilize positive reinforcement and guidance in communications with the elderly as evidenced by responses to simulated situations and/or on the job.

CONTENT

E. +2

The use of positive reinforcement and guidance in communications with the elderly is conducive to maintaining
- dignity
- sense of worth
- interest in life

LEARNING EXPERIENCES

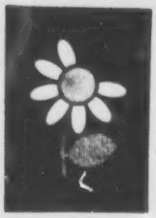
Each student will review basic available resources for principles related to the use of positive guidance and reinforcement techniques. Each student will identify specific situations in which the principles could have been applied from her work activities at the training station.

Students will find pictures which depict problems of the elderly and identify positive techniques which he or she might employ with the elderly to solve the problems. All students in the career interest groups could discuss various ways that they might handle the situations. Criteria for evaluation of the various techniques would relate to the maintenance of the older person's dignity, sense of worth and interest in life.

Students will interview an employer to identify techniques the employer requests that his employees utilize in particular situations. Each student will discuss the differences and similarities discovered in the interviews with other members of his career interest group. Categorize the principles in relation to the benefits for
- the older person
- the employee
- the employer

**The student will identify examples of the application of positive guidance and reinforcement by workers with the elderly. He will cite situations in which he could have applied similar techniques.

TEACHER COMMENTS



OBJECTIVE

THE STUDENT:

is able to design leisure and recreation activities for use with the elderly as evidenced by written plans and/or performance on the job.

CONTENT

There are a variety of recreation and leisure activities which can provide opportunities for the elderly for

- companionship and fun
- a sense of belonging
- development of new interests
- adjustment to changing environment
- recognition

LEARNING EXPERIENCES

Students will review basic resources related to the various learning activities in which the elderly may be involved.

Each student will keep a list of the activities which are utilized by the training center for a one week period. He will categorize the activities in relation to the

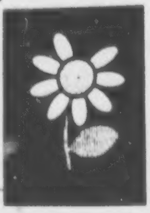
- involvement of the elderly
- type of opportunity promoted
- equipment required
- time required

Each student will interview an older person who lives in a retirement home, a convalescent home etc.to identify the recreation and leisure activities which he enjoys most. Students can discuss why the person enjoys the particular activities that he does.

Each student will select an area of interest (arts and crafts, games, books etc.) and identify the characteristics of the activities which are most significant in planning and executing the activity. He will give a report to the career interest group illustrating the points with real materials.

A person with special competencies related to activities for the elderly will be interviewed by a student. The interview may be in person or taped so that the specific techniques suggested by the person can be shared with toer members of the career interest group.

**Each student will develop a card file of suggestions for recreation and leisure activities for the elderly.



TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to evaluate the physical environment in relation to possible health and safety hazards.

CONTENT

When a person is responsible for the elderly he is alert to possible health and safety hazards.

When the elderly do have accidents, quick and appropriate treatment can minimize the ill effects of the accident.

LEARNING EXPERIENCES

Students will review available resources to obtain information relative to health and safety of the elderly.

The student will interview the person who is in charge of safety at the training station and learn the exact procedures that are to be followed in case of an emergency.

The student will obtain the state laws which relate to the safety of the elderly. Read the laws carefully and make suggestions as to how the laws can guide him to be a more effective worker.

Students will periodically be involved during the course, in unannounced mock accidents to test their speed and response in reacting to emergencies. A student panel will evaluate the effectiveness of their actions in the situation.

Each student will be given a floor plan of a retirement home, hospital and/or convalescent home on an overhead transparency. The student will study the facility and identify possible hazards for an older person. He will indicate the hazards to other persons in his career interest area via the overhead projector and screen. Discussion will continue until the facility has been made as safe as possible.

**Each student will be continually alert to the potential dangers to the safety of an older person at the training station. He will develop a plan to accident proof the training station.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to plan foods which take into account the characteristics and needs of the elderly as evidenced by written plans submitted to the coordinator.

CONTENT

In order to maintain some measure of good health and independence, the aged person requires adequate nutrition which considers the factors of
- limited income
- inadequate dentition
- decreased appetite
- reduced activity
- loneliness, unhappiness & anxiety

LEARNING EXPERIENCES

Students will review basic resources for information relative to
- factors which may impair good nutrition for the elderly
- food needs for the elderly for good nutrition.

Students will interview a person who volunteers in a program such as Meals on Wheels. Each student will obtain information relative to the reactions of the people to certain foods.

Students will observe at their training station for a week, listing all of the foods served. They will categorize the foods as to
- preference by the elderly
- time to prepare
- nutritive value
- cost
- appeal

Students will read a copy of Your Digest available from the Cooperative Extension Service of the U of A to identify communication procedures with the elderly.

Each student will plan menus for a week at his training station. He will compare difference in relation to
- nutritive value
- cost
- personnel, equipment & maintenance required

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to identify characteristics of fabrics related to performance, construction and care.

CONTENT Cl.Tx. +1

The characteristics of fabrics related to performance, construction and care will effect the way an employee handles the fabric and the satisfaction of the customer.

LEARNING EXPERIENCES

Students will review the available resources for information on fabric characteristics related to
- performance
- construction
- care

Each student will collect fabric samples and make a card file with information related to
- characteristics
- construction
- care
- cost
- use

of each fabric.

Students will be given "Picture People to Please" and will be asked to suggest fabrics which would be appropriate for them. Students will show to other members of their career interest group and discuss each selection.

Students will test fabrics to identify fiber content as well as performance, construction and care.

**Each student will keep a record of new fabrics that come into the training station and classify them as to the above mentioned characteristics.

**Note consumer questions and complaints relative to each of the various fabrics.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to perform basic construction /
processes as evidenced by samples /
completed in class and performance on /
the job. /

CONTENT Cl.Tx. +2

The engineering in the basic construction processes of a garment will have a direct relationship to customer satisfaction with the completed product
- cutting the garment
- basic stitching
- darts
- seams
- sleeves
- facings
- linings ETC.

LEARNING EXPERIENCES

Students will review the available resources for information on the procedures to complete the basic construction processes.

Each student will observe another employee in his or her training station and will develop step by step instructions as to how each of the construction processes is completed. The student will practice the technique until his workmanship is at a high enough level to satisfy a customer.

The student will investigate alternative procedures for individual construction processes to identify variations in
- construction time
- cost
- quality of workmanship.

**As various garments are brought to the training station by customers the student will examine the garment for differences in construction finishes and details. He will note new ideas gained from this source and from reading trade journals available at the training station.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to take accurate measurements to insure a properly fitted garment as evidenced by performance on the job.

CONTENT

Customer satisfaction with a garment is increased when accurate measurements are taken to insure proper fit

- bust
- waist
- front
- back
- hips
- hem

LEARNING EXPERIENCES

Students will review basic resources to obtain information about the taking of accurate measurements.

Each student will observe an experienced worker making accurate measurements of a customer. The student would chart the placement of the tape measure to insure accurate measurements. The student could also interview the worker to obtain specific helpful hints in taking the measurements. All students in the career interest area should compare the comments and observations and compile a list of standard suggestions for a person taking measurements.

Encourage all students in the career interest group to take each others measurements and compare their calculations for accuracy. Discuss possible reasons for differences in measurements that may occur.

**Each student should list particular problems and solutions to measurement techniques as they occur in her job.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to alter garments so that they will fit properly as evidenced by evaluation of altered garments.

CONTENT Cl.Tx. +4

Customer satisfaction with a garment is increased when minor fitting problems are altered to insure a properly fitted garment
- fitting problem analyzed
- alteration identified
- line or grain of garment established
- correct alteration technique utilized

LEARNING EXPERIENCES

Students will review basic resources to obtain information about the types and techniques of alterations.

Using a 1/4 size model with a garment on it each student will identify the problems with the garment and will make the appropriate corrections. Other students in the career interest group will discuss the correction and will identify the principles and procedures that were applied in making the alteration.

Individual students will bring in garments which they feel do not fit correctly and persons in the career interest area will suggest means for correcting the fitting problem.

Students will invite an alteration person to discuss the most common fitting problems that he or she deals with.

**Students will identify the alterations problems which are brought in for correction at his training station. Each student will observe the alteration that is completed and special procedures in the completion.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to apply the proper pressing techniques at the right time in the construction and/or repair of a garment as evidenced by performance on the job.

CONTENT

The appearance of a garment can be improved by pressing when it is applied at the appropriate
- time
  - during construction or alteration
  - after construction or alteration
- temperature
- pressure
- moisture

LEARNING EXPERIENCES

Students will review basic resources to obtain information about the principles and techniques related to pressing.

Invite a representative of a dry cleaning establishment to come to the class to discuss the differences between garments which are correctly pressed and those which are not. The individual also might suggest when the proper timing for pressing is and what are the techniques that commercial dry cleaners find most successful.

Provide individual students with various samples of different fabrics and have them experiment to find the proper temperature which will give the best appearance to the fabric. Have students in the career interest area develop a chart to indicate the right temperature, pressure and moisture to utilize on each of the fabrics.

Each student will observe a professional seamstress or alteration person and note when she utilizes pressing in the construction or alteration of a garment. Also note the placement of the pressing equipment. Each student will write suggested principles for an individual to follow after the observation.

**Each student will read trade journals and note new techniques, equipment and textile products which will influence his choice of the best procedures to complete his job.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to use appropriate techniques and procedures for food service as evidenced by performance on the job and written assignments in class.

CONTENT F. +1

When an employee knows and uses appropriate techniques and procedures for food service, the guests' enjoyment of the meal will be enhanced

- setting up station
- greeting guest and presenting menu
- taking orders
- placing orders
- serving orders
- re-setting the station

LEARNING EXPERIENCES

The student will list the procedures involved in serving food in the job situation. He will do a time and motion study to see if there are ways to cut down on the motions and energy expended to complete the task.

The student will observe procedures in a similar food service establishment and compare with those utilized in his job situation.

A fellow employee will be observed by each student to identify the procedures which he utilizes in completing a specific task related to serving food. The fellow employee will also observe the student. The observations will be compared to identify ways that the tasks could be completed more efficiently.

**As the student visits in various food establishments he will analyze why various types of service are utilized by different food establishments.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT

indicates skill in the preparation of specific foods as evidenced by the preparation of the product on the job.

CONTENT F. +2

There are particular characteristics and procedures which are related to each individual food product

- appetizers
- soups
- salads
- sandwiches
- entrees
- vegetables
- breads
- desserts
- beverages

LEARNING EXPERIENCES

Each student will review basic principles in current resources relative to the preparation of specific food products.

Each student will observe a more experienced worker in the training station preparing a specific food product and will develop a flow chart of procedures to be utilized in the preparation of the product. He will also develop quality control standards for the product.

Student will experiment with various procedures to see if

- the characteristics of the product can be improved
- the preparation time can be shortened

**As the student prepares new products throughout the year he will identify the similarities and differences in the principles utilized for each product. These general principles can serve as future guides as new foods are prepared.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT

can explain the factors relating to the cost of food production.

CONTENT F. +3

Concern about the factors involved in the cost of food production can help to make a worker a valuable asset to an employer.

LEARNING EXPERIENCES

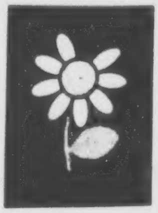
The student will identify one product and figure the cost of the product in the menu
- foods
- time of employee to prepare
- special equipment

Each student will prepare a presentation in which he will act out of the role of the employer greeting a group of new employees and discussing employee responsibilities with them relative to
- use of time
- portion control
- efficient use of supplies and equipment
- safety procedures

The manager of a successful food establishment could be invited to identify specific techniques which keep the food quality high and the cost at a minimum.

Each student will compare the portion costs of different forms of a product
- frozen
- canned
- dehydrated
- fresh
- radiated
- pre-portioned

TEACHER COMMENTS



OBJECTIVE

THE STUDENT

is able to identify the factors which go into food presentation through a case study utilizing slides and taped sounds from food service establishments.

CONTENT F. +4

Food is more acceptable to the customer when the food being served and the environment in which it is served are considered.

LEARNING EXPERIENCES

Students review principles in relation to food presentation in available resources.

Students will observe in training station how the establishment merchandises food to increase their sales
- characteristics of food (taste, color, aroma, texture, shape)
- characteristics of room (appearance, temperature, noise)
- characteristics of service (appearance, timing)

A survey will be taken by each student of several customers of food service establishments, other than his own training station, to identify reasons why individuals like to eat at particular places.

Students will go to a cafeteria and observe the foods that customers select. Each student will identify reasons that customers may have made the selections that they did.

Each student will prepare a tray using food models for a "Picture People to Please" (#4). Other members of the career interest group will evaluate the choices.

**Each student will observe, in his training station, how the establishment presents its food to increase food sales. He will compile his observations into a set of general guidelines for persons to follow as they plan, prepare and serve foods to customers.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to plan menus which indicate a basic understanding of nutrition and menu planning.

CONTENT F. +5

Establishments concerned with the health of individuals utilize foods as a means of assisting and/or maintaining health
- school food service
- hospitals
- child care centers

LEARNING EXPERIENCES

Students will look in the yellow pages to identify various food establishments which will need to be concerned about nutrition for their clients. They will categorize the establishment as to type of client.

Students will review the nutrition principles in available resources. Particular attention will be paid to any areas which relate to
- the sick or elderly
- young children
- school age children

Each student will identify specific techniques which would insure maintenance of the nutritional value of foods
- selection
- storage
- preparation
- service

He will compare these techniques with the ones generally utilized when the prime purpose is to provide speed service and/or the maximum quantity of food possible.

Invite a hospital dietitian as a guest speaker to discuss current fads and falacies concerning nutrition and have each student identify the possible effects on
- the individual's health
- feeding outside of the home

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to file catalogs, swatch books and samples so they may be easily found and presented to customers as evidenced by performance on the job.

CONTENT

The organization and filing of catalogs, swatch books and samples will facilitate the finding of information for customers efficiently and accurately.

LEARNING EXPERIENCES

Each student will study available resources to find the kinds of materials that customers need to have available as they make home furnishing decisions. The student will also study principles about storing the materials.

Each student will identify the kinds of information sources available in his center. He will identify the procedure to be followed in filing of the sources when the designer and customer have finished with them.

Students will discuss the procedures used in filing catalogs, swatch books, and samples in each of the different training stations represented in the class. Each student will discuss the advantages and disadvantages of the system which they use. Together all students will develop some general guidelines to remember in all systems.

**As new materials are received the student will identify how the system is to be updated, when materials are to be discarded and when they are to be kept for special purposes. He will also note additions and/or deletions which seem to suggest changes or trends in the field.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to identify specific examples when the art principles have been utilized as a means of design organization through illustrations submitted to the instructor and/or employer.

CONTENT

Art principles which serve as a means of design organization include:
- balance
- harmony
- rhythm
- emphasis
- proportion
- scale*

LEARNING EXPERIENCES

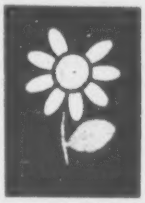
Each student will review basic resources to obtain information relative to the art principles
- balance
- harmony
- rhythm
- emphasis
- proportion
- scale.

Each student will find examples of each of the principles in items for their specialization
- drapery and slipcover aide -- fabrics
- floral aide -- flower arrangements
- home furnishing aide -- small home furnishing items.

All illustrations will be shared with other members of the career interest group so that appropriate and inappropriate use of the principles can be examined.

**Each student will listen as other employees at their training station work with customers and will cite specific examples of situations when the principles of art are discussed.

**Students will note examples of good and poor use of art principles and will evaluate the reactions of customers to the items.



TEACHER COMMENTS

---

*American Home Economics Association. Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development. Washington, D. C.: AHEA, 1967.

OBJECTIVE

THE STUDENT:

is able to identify the elements of design in items that he works with on the job as evidenced by written comments analyzing the elements in specific items.

CONTENT

Design is the process of organizing the basic elements of
- line
- form
- shape
- texture
- color.*

LEARNING EXPERIENCES

Each student will review basic resources for information relative to the elements of design
- line
- form
- shape
- texture
- color.

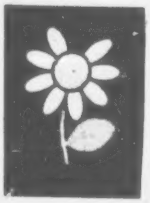
Each student will illustrate the use of one of the elements of design by placing a picture of an item or an actual item in a notebook. All students will compare and discuss the illustrations of other students in the career interest area.

A designer will be invited to discuss with the students in the career interest area the elements of design and how he utilizes the elements in his work.

**Each student will listen as other employees at their training station work with customers and will cite specific examples of conversation when the elements of design are discussed.

**Using appropriate materials for his specialization students will make arrangements, mock-ups or displays showing the coordination of color, form, line, shape, and texture
- floral aide -- flower arrangements
- drapery and slipcover aide -- swatches of drapery fabrics
- home furnishing aide -- swatches of carpet, upholstery, wall paper, paints etc.

TEACHER COMMENTS



---

*AHEA Concepts and Generalizations -- see previous page.

OBJECTIVE

THE STUDENT:

is able to apply the correct procedures in measuring for and constructing draperies, decorative furnishings, and upholstery items as evidenced by performance on the job.

CONTENT H. +4

Following recognized procedures in the measuring for and constructing of draperies, decorative furnishings, and upholstery items will lead to a finished product which is satisfactory to the customer

- work order
- measuring
- cutting
- constructing

LEARNING EXPERIENCES

Each student will review basic resources to obtain information relative to measuring and constructing of draperies, decorative furnishings, and upholstery items.

Each student will observe an experienced worker completing the task that he is being trained to complete. He will take careful notes and accurately identify each of the processes completed.

Each student will follow the steps identified above in the completion of a scale model of the item he is to complete. He will practice specific techniques which he has not previously utilized until his workmanship is sufficient to warrant customer approval.

Students will compare various techniques utilized in other training stations so that they will know a variety of ways to complete various items.

**Each student will be continually alert to the identification of new techniques and means of completing his work through reading of trade journals and discussion with fellow employees. He will record the new ideas for future reference.

**Each student will make a collection of draperies, upholstered items etc. and categorize them into types.

TEACHER COMMENTS

OBJECTIVE

CONTENT H. +5

THE STUDENT:

is able to assist the designer at a client's home as evidenced by performance on the job.

A designer needs accurate information about a client's home in order to perform a satisfactory job
- measurements
- inventory
- styles

LEARNING EXPERIENCES

TEACHER COMMENTS

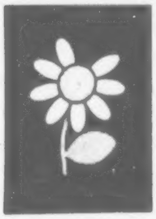
Each student will review basic references relative to the types and kinds of information that it is necessary to collect at a client's home in order to satisfactorily complete a decorating job.

Each student will review the concepts attained in the section of the course on human relations and communications to serve as guides as he interacts with clients in their homes.

Each student will obtain the information relative to the exact procedures to be followed in obtaining measurements, inventory, furniture information etc. by reading or discussion with the employer depending on the instructions given by the employer.

Each student in the career interest area will measure and inventory the same room. When all students have completed the assignment they will compare measurements and inventories and identify any differences. The differences will be examine and a set of general procedures to follow in measuring and inventoring will be developed.

**Students will be continually alert to new information that will assist them to do a better job. (Information on the metric system may make a difference to them etc.)



OBJECTIVE

CONTENT I. +1

THE STUDENT:

is able to utilize accepted procedures for the protection and satisfaction of the employer, employee and customer as evidenced by performance on the job.

The guest, the employee and the business are all protected when the employee follows the established procedures for
- entering and leaving a room
- protection of privacy
- courtesy
- sanitation
- safety

LEARNING EXPERIENCES

Each student will review basic procedures utilized in institutional management in available resources.

Each student will identify the basic procedures utilized in his training station by reading the established procedures and/or observation of persons in the work situation.

From the established procedures provided by the employer, the student will explain the reasons for each regulation listed. (e.g. maid must knock before entering room etc.)

A scrambled list of procedures will be given to each student. He will put the items on the list into correct procedural order as to how they should be completed at his training station.

**Each student will read trade journals and be continually alert to new ways to perform his job with even better results for the employer, the customer and the employee.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

performs the jobs involved in keeping hotel and motel rooms clean, orderly and ready for use of guests as evidenced by performance on the job.

CONTENT I. +2

While tasks may vary from training station to training station principles of preparing the room for the next guests possess certain common features

- replace soiled linens
- empty and clean containers (wastebaskets, ash trays, glasses)
- adjust ventilation
- adjust lighting
- replenish courtesy items
- report damaged or missing items

LEARNING EXPERIENCES

Each student will review basic principles relative to recommended procedures in cleaning and straightening a room in available resources.

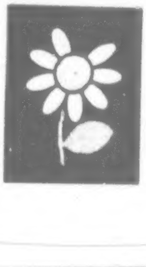
Each student will list all the jobs to be performed in cleaning a room at his respective training station. Students will compare lists to see how the lists vary from training station to training station. Together, students in the career interest group will categorize the underlying principles which the procedures support.

Students will study the teaching aids related to HOME CARE by Procter and Gamble and will identify specific applications of some of the procedures identified in the materials.

Through consultation with employer, fellow employees and/or instruction manuals students will categorize those jobs to be done daily, those to be done periodically and those to be done only on special occasions. (You dust furniture every day, wax periodically and clean up spills only when the occasion arises.)

**Each student will be continually alert for new methods and techniques so that he can find even more efficient and safe ways to complete the tasks related to preparing the room for the next guests.

TEACHER COMMENTS



BEST COPY AVAILABLE

I. +3

OBJECTIVE	CONTENT
THE STUDENT: is able to efficiently fill a supply cart so that time is saved and work is performed with less effort as demonstrated under teacher observation on the job.	Use of a well-stocked cart saves steps and increases efficiency for the institutional aide.

LEARNING EXPERIENCES

TEACHER COMMENTS

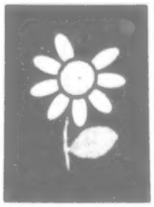
Each student will review principles in current available resources related to
- work simplification principles
- equipment placement

The student will observe another worker carrying out the necessary duties for the cleaning of a room. He will itemize each of the pieces of equipment utilized by the worker. He will also list all of the supplies used by the worker. The student will use this list as a guide to supplies to be kept on the cart adding to the list as he discovers other necessary items.

Each student will diagram each shelf of a supply cart and arrange equipment so there is a place for everything and all items are easily accessible. The plan will include all supplies and equipment to meet the needs of the individual work station.

The procedure for replenishing the cart will be identified and followed by each student in his training station.

**The student will identify several possible areas to park the cart when cleaning individual rooms. The best place to park the cart will be identified so that the safety of the customers will be protected.



OBJECTIVE

THE STUDENT:

is able to decide on the care for the varied materials and surfaces in a room as demonstrated by matching the item to be cleaned with the proper cleaning agent and procedure.

CONTENT I. +4

Room furnishings will maintain a good appearance and last longer when given proper care.

LEARNING EXPERIENCES

Each student will review characteristics of various materials and surfaces to be cleaned.

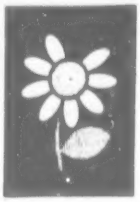
An inventory of the types of surfaces and finishes to be cared for in his normal duties at his training station will be made by each student. He will categorize the types of surfaces and finishes as to

- characteristic of surface of finish
- where it is used
- procedures for maintenance
- products to use in maintenance

Student will interview housekeeper to identify procedures which cause undo wear on surfaces and finishes. He will make plans to avoid the procedures identified by the housekeeper.

**Current trade journals will be read to identify new procedures and new products available to maintain the appearance of surfaces and finishes.

TEACHER COMMENTS



OBJECTIVE

THE STUDENT:

is able to follow basic steps in laundering to maintain the appearance and extend the wear life of linens as evidenced by written statements and on the job performance.

CONTENT I. +5

The basic steps in laundering which can increase the wear life and help maintain the appearance of linens include
- sorting
- pretreating
- selecting correct water temperature, washing product & washing action
- rinsing wash
- drying

LEARNING EXPERIENCES

Each student will review available resources relative to the basic steps in laundering.

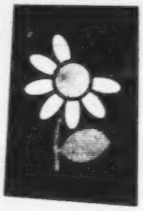
From lists of soiled items each student will plan washing loads in relation to
- types of fabrics
- different weights
- colors

which may be safely laundered together. The correct water temperature to be used with each load will also be stated.

From a list of stains and a list of pre-treatments, students will correctly identify proper treatments for each stain.

**Students will develop a card file on new fabrics utilized at the training station. Each card will identify particular characteristics of the fabric and how they should be cared for. A special section in the file will relate to stains and their treatment. As new stains and new products are used in the training station they will be added to the card file.

TEACHER COMMENTS



REFERENCES

CHILD CARE

Arizona. Child Development Resource Guide. Phoenix, Arizona: Home Economics Section, Division of Vocational Education.

_____. "Early Childhood Education" The Principal, 1971, Vol. LI, No. 1, September (the entire issue). Available from: National Association of Elementary School Principals, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.($2.00)

Green, Wood. A Nursery School Handbook for Teachers and Parents. Sierra Madre, California: Sierra Madre Community Nursery School Association.

Hammond, Sarah; Lou, Ruth J.; Dales, Dora Sekes; and Witherspoon, Ralph L. Good Schools for Young Children. New York: The MacMillan Company, 1967.

Texas Tech. Child Care Aide Lubbock, Texas: Home Economics Instructional Materials Center, 1969. Available from: Home Economics Instructional Materials Center, P. O. Box 4067, Lubbock, Texas 79409. ($10.00)

Texas. A Guide for First Aid and Emergency Care for Young Children in Groups. Austin, Texas: Texas Department of Public Welfare 78701.

_____. White House Conference on Children. Washington, D. C.: Supt. of Documents, 1971. ($4.75)

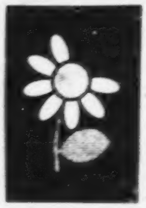
THE ELDERLY

_____. Food Guide for Older Folks. Washington, D. C.: Supt. of Documents, 1972, Stock Number 0100-1515. (20¢).

_____. Health in the Later Years of Life. Washington, D. C.: Supt. of Documents, 1971, Stock Number 1722-0178. (75¢).

_____. The Built Environment for the Elderly and the Handicapped. Washington, D.C.: Supt. of Documents, 1971, Stock Number 2300-1191. (50¢).

✓ _____. Working With Older People: A guide to practice.
Volume I: The Practitioner and the Elderly
Volume II: Biological, Psychological, and Sociological Aspects of Aging
Volume III: The Aging Person: Needs and Services
Supt. of Documents, U. S. Government Printing Office.



REFERENCES

Clothing and Textiles

Arizona. *Clothing and Textiles Resource Guide*. Phoenix, Arizona: Home Economics Section, Division of Vocational Education.

American Home Economics Association. *Textile Handbook*. Washington, D. C.: American Home Economics Association, 1600 Twentieth St., N.W. Washington, D. C. 20009, 1970. ($3.00).

Apparel Institute. *Apparel Engineering and Needletrades Handbook*. Kogo's International Corporation, 77 Maple Drive, Great Neck, New York 11021.

Apparel Institute. *Pocket Textile Dictionary*. Kogo's International Corporation, 77 Maple Drive, Great Neck, New York, 11021.

Bancroft, Vivian S. *It's So, Sew Easy*. Burgess Publishing Co., 426 South 6th Street, Minneapolis, Minnesota, 1970.

Bishop, Edna B., and Marjorie S. Arch. *Bishop Method of Clothing Construction*. New York: J. B. Lippincott Company, 1959.

Burlington Industries Inc. *Textile Fibers and Their Properties*. Greensboro, North Carolina: Burlington Industries Inc., 1968.

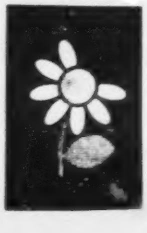
Dan River Mills. *Dictionary of Textile Terms*. New York, New York: Dan River Mills, 111 West 40th Street, 1970.

Man-Made Fiber Producers Association, Inc. *Guide to Man-Made Fibers*. New York, New York: Man-Made Fiber Producers Association, Inc., 350 Fifth Avenue, New York, New York 10001, 1969.

McDermott, Irene and Norris, Jeanne. *Opportunities in Clothing*. Peoria, Illinois: Charles A. Bennett Company, 1968.

_____. *Pattern Alteration*. Washington, D. C.: Supt. of Documents, 1965, Stock Number 0100-0984. (40¢).

Texas Tech. *Clothing Assistant*. Lubbock, Texas: Home Economics Instructional Materials Center, 1969. Available from: Home Economics Instructional Materials Center, P. O. Box 4067, Lubbock, Texas 79409. ($10.00)



REFERENCES

Food

Arizona. Food and Nutrition Resource Guide. Phoenix, Arizona: Home Economics Section, Division of Vocational Education.

Harris, Ellen A. Professional Restaurant Service. New York: McGraw-Hill, 1966.

Hospital Research and Educational Trust. Being a Food Service Worker. Washington, D. C.: Robert J. Brady Company, 130 Que Street, N.E., Washington, D. C. 20002, 1971. (Student Guide and Teacher Guide at $4.50 each)

National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Ill.
Careers in Quantity Food Service
Do's and Don'ts for Waitresses
Waitress Training Guide
On the Job Training for Waitresses.

Stokes, John W. Food Service in Industry and Institutions. Dubuque, Iowa: William C. Brown Company, 1969.

Stokes, John W. How to Manage a Restaurant. Dubuque, Iowa: William C. Brown Company, 1967.

Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402

Food Service Operations, Stock No. 0530-421-0000

Organizing a Food Training Program, Stock No. 1780-0433 (30¢)

Quantity Food Preparation: A Suggested Guide, Stock No. 1780-0427, (35¢)

Supervised Food Service Worker: A Suggested Training Program, (20¢)

Training Food Service Personnel for the Hospitality Industry, Stock No. 1780-0430

Texas Tech. Dietitian Aide. Lubbock, Texas: Home Economics Instructional Materials Center, 1969. Available from: Home Economics Instructional Materials Center, P. O. Box 4067, Lubbock, Texas 79409. ($10.00)

Texas Tech. Food Service Employee. Lubbock, Texas: Home Economics Instructional Materials Center, (address above) ($10.00)

West, Bessie B. Levelle Wood, and Virginia F. Harger. Food Service in Institutions. New York: John Wiley and Sons, Inc., 1966.

REFERENCES

Home Furnishings

Arizona. Housing Resource Guide. Phoenix, Arizona: Home Economics Section, Division of Vocational Education.

American Home Economics Association. Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development. Washington, D. C.: American Home Economics Association, 1600 Twentieth St., N.W., Washington, D. C. 20009, 1967. ($2.00)

Faulkner, Ray and Sarah. Inside Today's Home. New York, New York: Holt, Rinehart and Winston, Inc. 383 Madison Avenue, 10017.

_______. Floral Merchandising and Designing. University, Alabama: Department of Trade and Industrial Education, University of Alabama.

Lewis, Dora S.; Burns, Jean O., and Esther Segner. Housing and Home Management. New York: The Macmillan Company, 1969.

Texas Tech. Home Furnishings Aide. Lubbock, Texas: Home Economics Instructional Materials Center, 1969. Available from: Home Economics Instructional Materials Center, P. O. Box 4067, Lubbock, Texas 79409. ($10.00)

REFERENCES

Institutional and Home Management

Calgon Corporation. The Laundry Book. Pittsburgh, Pennsylvania: Calgon Corporation, Home Service Department. 1964

Cleanliness Bureau, The Soap and Detergent Association, 485 Madison Avenue, New York, New York 10022.

Housekeeping Directions -- A simplified Guide.

Programmed Cleaning and Sanitation for Buildings, Plants, Offices and Institutions.

Hospital Research and Educational Trust. Training the Housekeeping Aide. Washington, D. C.: Robert J. Brady Company, 1971.

Johnson's Wax, Racine, Wisconsin.

How to Make Housecleaning Easier.

How to Take Care of Furniture.

Pfeiffer, William B. and Voegele, Walter O. The Correct Maid for Hotels and Motels. New York: Hayden Book, Inc., 1965.

Procter & Gamble Company, P. O. Box 599, Cincinnati, Ohio

Laundering.

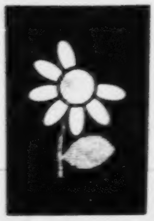
Home Care.

Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

Sanitation in Home Laundering, Stock No. 20402, (10¢)

The Care and Cleaning of Housekeeping Equipment in Health Facilities, Stock No. Public Health Service No. 930-C-20, (75¢)

Texas Tech. Housekeeping Management Assistant. Lubbock, Texas: Home Economics Instructional Materials Center, 1969. Available from: Home Economics Instructional Materials Center, P. O. Box 4067, Lubbock, Texas 79409. ($10.00).



FOR RECORDING IDEAS AND SUGGESTIONS FOR FURTHER DEVELOPING THE FRAMEWORK FOR HOME ECONOMICS RELATED OCCUPATIONS! ! ! ! ! ! !

(Based on your experience in teaching a Home Economics Related Occupations program please jot down ideas that you would be willing to share with others teaching in this program. To everyone that sends in a form we will send a copy of the suggestions received from all other teachers that month. PLEASE SHARE WITH US SO WE CAN ALL GROW.)

PLEASE ADD SUGGESTIONS IN THE FOLLOWING AREAS -- AS THEY SEEM SIGNIFICANT TO YOU.

Curriculum area; ____

OBJECTIVE

CONTENT

LEARNING EXPERIENCES

Name __________________________
Address __________________________

When you have completed this form please fold the page closed and staple shut. Then attach a stamp and send to the address found on the reverse side.

Thank- you.

SINGLE needle and overlock sewing machine operators. Must have garment factory experience. High piece rate and steady work are at Sun Ray of Arizona. 258-5212.

WOMAN for day care center. Must be able to handle cleaning & light cooking. Also need competent person for 2 & 3 year old group. Experienced preferred. Call 298-8439 or 793-2546.

RECREATIONAL-activities • director to work with elderly in nursing home. All replies confidential. Send resume to P.O. Box 923, Mesa.

SEWING MACHINE OPERATORS wanted on ladies' blouses. Morris Maler Manufacturing, 320 N. Arizona.

QUALIFIED pre-school teacher. Mornings beginning September. Saint Marks Methodist Church. 297-2062 Call mornings.

CHILDCARE workers needed, male and female, 21 and over. Beginning pay $300 month. Working with emotionally disturbed children. Arizona Children's Home. 622-7611.

HOUSEKEEPING

Janitors & maids for housekeeping duties in general hospital. Varied shifts. Contact St. Mary's Hospital, Personnel Department. 1601 W. St. Mary's Rd.

142
HELP WNTD, FEMALE

NURSES AIDES

Experienced only, 11-7, 7-3. Apply Forrester Nursing Home. 2001 N. Park Ave.

FRY COOK

3PM to 11PM shift, no Sundays, top pay, experienced preferred. Apply in person after 10AM, Double L Restaurant, 1830 S. 4th Ave.

HOUSE OF BEAUTY

I need 5 women to train as makeup instructors. Free training, salary open. 325-2264.

FOOD SERVICE WORKERS

Day opening in utility area of hospital kitchen. Contact St. Mary's Hospital, Personnel Department. 1601 W. St. Mary's Rd Tucson.

HOUSEKEEPING

Janitors & maids for housekeeping duties in general hospital. Varied shifts. Contact St. Mary's Hospital, Personnel Department. 1601 W. St. Mary's Rd.

ATTENDANT — Wash 'n Clean World. Intelligent, pleasant personality. Age 25-50. Previous experience, retail or waitress experience helpful. We train. Rapid advancement. 3424 South Mill, Tempe.

DRAPERY FANCY WORK

Fully experienced swags valances, spreads, Romans, Austrians, etc. Start $150 weekly for experienced person. Excellent working conditions, pension & profit sharing. Superior Draperies, 112 E. Camelback.

UPHOLSTERER needed. The Barn, 5970 S. Palo Verde.

HEAD WAITER

KNOWLEDGE of Flambe service. Call 624-8541 ext. 320.

SPACE & EQUIPMENT

Custom Decorator

Prefer 2 to 5 years recent successful experience in decorating With emphasis on custom drapery. Tremendous benefit program available to right applicant, including excellent commission salary program, and great working conditions.

Apply in person Tuesdays and Thursdays. Between 10 a.m. and 12 p.m. and 2 to 3:30 p.m. in the personnel office at Penneys El Con.

J. C. PENNEY

3501 E. Broadway
El Con shopping center
Equal opportunity employer M/F

WANTED—5 part time people to demonstrate the great taste of a new food product, also sales. Earn $30-$80 weekly. 7317 6th Avenue, Scottsdale, from 6-7:30 daily.

OBJECTIVE

THE STUDENT

is able to identify and use the appropriate tools as evidenced by observations while at work at the training station by the coordinator.

CONTENT

"1

There are specific tools and equipment designed to do specific jobs for maximum efficiency and production.

LEARNING EXPERIENCES

Each individual student will inventory the pieces of equipment utilized in his training station. He will identify the appropriate use and storage area for each of the pieces of equipment.

The student will find the manufacturer's manual for each of the pieces of equipment that he utilizes most often at his training station. He will read the manual carefully and identify the step by step procedure to utilize as he performs the various tasks with the piece of equipment.

As the student begins to study the pieces of equipment he will observe another employee using the equipment whenever possible. He will compare the techniques he observes with those he has read about to identify differences which would relate to
- safety
- output of the machine
- ease

**In a three-way conference the student, coordinator and employer will list the available equipment at the training station on the training plan so the student will have the opportunity to utilize and care for the equipment during the course of the year.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to verbally explain the procedures for the proper care of the equipment which he utilizes at the training station.

CONTENT

"2

Proper care of equipment reduces waste and increases usefulness and safety.

LEARNING EXPERIENCES

Using the previously taken inventory each student will place the name of each piece of equipment he utilizes in his work at the training station on a 3 x 5 card. He will then sort the cards into separate piles as to the type of care each piece requires. He will make a check list of the care needed for each piece noting the similarities and differences between the pieces of equipment.

During work each student will observe another employee and identify the procedures which he utilizes for the proper care of the equipment.

Have students in the career interest group present demonstrations utilizing a variety of cleaning agents and methods. The suggestions could be compiled into a small booklet on "TLC for your best helper -- EQUIPMENT."

Invite a resource person to discuss the importance of a schedule for regular maintenance of equipment used in a laboratory.

**Each student will continue to watch the market for new products to improve the care of the equipment. He might also read in the professional journals for new and better methods of care of equipment.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to identify the best use of space for establishments in his career interest area by evaluating in writing three possible floor plans.

CONTENT "3

The planning of space can promote
- safety
- efficiency
- working relationships

LEARNING EXPERIENCES

Each student will review basic principles of planning of facilities and space in available resources.

Each student will observe his training station and at least one other establishment related to his career interest area. He will study the similarities and differences in the use of space, the facilities provided, types of equipment and the characteristics of the general surroundings.

Each of the students in the career interest area will be provided with a transparency of a basic room which could be developed into a business establishment. Each will plan the room and will show the plan on the overhead transparency to the other members of the group. All of the students will evaluate the plan and offer suggestions to improve
- safety
- efficient operations
- working relationships

**Students will be continually aware of how they can promote the best use of facilities and space in their jobs. (For example when the waitress puts down the tray stand, when the child care worker places toys. etc.)

TEACHER COMMENTS

SPACE AND EQUIPMENT

REFERENCES

American Home Economics Association. Handbook of Household Equipment Terminology. Washington, D. C.: American Home Economics Association, 1600 Twentieth Street, N. W., Washington, D. C., 20009, 1970, ($2.00).

Association of Home Appliance Manufacturers, 20 North Wacker Drive, Chicago, Illinois 60606.

Dialogue of Discovery -- one free copy
Advanced Household Equipment Technical Seminars -- one free copy

Cleanliness Bureau, The Soap and Detergent Association, 485 Madison Avenue, New York, New York 10022.

Housekeeping Directions -- A simplified guide.
Programmed Cleaning and Sanitation for Buildings, Plants, Offices and Institutions.

Hospital Research and Educational Trust. Training the Housekeeping Aide. Washington, D. C.: Robert J. Brady Company, 1971.

Household Finance Corporation, Management Institute, Prudential Plaza, Chicago, Illinois 60601

Your Equipment Dollar.

*Equipment manuals with any and all pieces of equipment in the training station.

**Trade journals will carry excellent materials during the year on the newest equipment, plans for space and methods and care of both.

***See references for Institutional and Home Management Competencies.

FOR RECORDING IDEAS AND SUGGESTIONS FOR FURTHER DEVELOPING THE FRAMEWORK FOR HOME ECONOMICS RELATED OCCUPATIONS! ! ! ! ! ! ! !

(Based on your experience in teaching a Home Economics Related Occupations program please jot down ideas that you would be willing to share with others teaching in this program. To everyone that sends in a form we will send a copy of the suggestions received from all other teachers that month. PLEASE SHARE WITH US SO WE CAN ALL GROW.)

PLEASE ADD SUGGESTIONS IN THE FOLLOWING AREAS -- AS THEY SEEM SIGNIFICANT TO YOU.

Curriculum area; ______________________________

OBJECTIVE

CONTENT

LEARNING EXPERIENCES

Name ______________________
Address
____

When you have completed this form please fold the page closed and staple shut. Then attach a stamp and send to the address found on the reverse side.

Thank- you.

BEST COPY AVAILABLE

HELP WANTED

ASSISTANT MANAGER — MCDONALD'S. Opening for reliable, permanent man, over 21, to learn business. Experienced desirable but not required. Apply McDonald's, 7220 E. 22nd, between 9-11AM.

LOBBY MAID

7 a.m.-3:30 p.m. 6 DAYS
NEAT WELL GROOMED WOMAN TO CLEAN LOBBIES & RESTROOMS. PERMANENT JOB. MUST HAVE TRANSPORTATION.

GOOD SALARY & WORKING CONDITIONS. GROUP HOSPITALIZATION. RETIREMENT PLAN. PAID VACATION. FREE MEALS & UNIFORMS. APPLY IN PERSON. PERSONNEL OFFICE 9-4 P.M. NO PHONE CALLS PLEASE.
MARRIOTT'S CAMELBACK INN

5402 E. Lincoln Dr. Sctsdl.

151
HOUSEHOLD HELP

WOMAN to keep house, assist in caring for convalescent mother. Live-in 296-7348.

MATURE non-smoking housekeeper to live-in with elderly lady and teacher. Refrigeration. 5½ day week. 326-7291.

LIVE-IN housekeeper, private room, TV. Care for two children, light housekeeping. References. Salary commensurate with experience. 885-5944.

WOMAN to do housework. Must have transportation. Reliable, references preferred. Interviewed at 307 E. Grant Rd. 623-5309 for appointment.

WOMAN for light housework and cooking. Permanent. Prefer live-in. Local references required. 3 adults. 622-5665

NEEDED: cake decorator. Also cake and pastry baker. Apply 1219 S 6th Avenue.

COOKS HELPER, DISHWASHER, Waiters. Apply in person, Three Sovereigns, 5828 N. Oracle Road

RESTAURANT PERSONNEL experienced or trained, young, fast, dependable, neat appearing. Apply if you meet these qualifications. Excellent earnings with future in management. Call for appointment 326-1818, 9-11 2-4 PM. Big A Restaurant 1818 E. Speedway

NURSES aide retirement lodge, must live-in. 266-4069.

ACCTS/BKPRS $5-$20,000
See Class 777 Listings
ACE EMPLOYMENT

116
HELP WNTD, Male-Fem.

WANTED — child care attendants, care for children in your home. Ask for Mrs. Ellis 882-5361.

DRAPERY WORKROOM

Must have total power machine knowledge and experience in drapery workroom. Apply to personnel office

LEVY'S

"You'll like working at Levy's"

WANTED busgirls, 18 and over. Apply after 10am to manager. Aztec Inn [illegible] N. Alvernon.

MATURE women only for nursery aides. Private school. Central and Northeast area. 277-7369.

COOK

years experience in institutional or therapeutic cooking. Year-round employment with excellent benefits and salary. Visit personnel office TUCSON GENERAL HOSPITAL.
An Equal opportunity employer.

WANTED: Qualified interior decorator, complete knowledge of draperies, furniture and carpet. Baer's of Sun City, 933-0105 for appointment.

100
HELP WANTED, MALE

UPHOLSTERER needed. The Barn, 5970 S. Palo Verde.

SAFETY & SANITATION

DRY CLEANING
Marker

Experience preferred but not required. Apply in person Supreme Cleaners, [illegible] N Stone.

OBJECTIVE

THE STUDENT:

takes opportunities to prevent accidents by using safe procedures and correcting unsafe conditions as evidenced by actions in class and/or on the job.

CONTENT

°1

Accidents can be prevented by careful attention to the characteristics of the
- worker
- work space
- equipment

LEARNING EXPERIENCES

Each student will review basic resources to obtain information about the basic safety procedures and the causes of accidents for his career interest area.

Each student will draw a simple stick figure indicating an action or a condition in his training station which could be unsafe. After all drawings have been discussed the class will identify a list of the most important safety precautions to observe.

Each student will develop a safety poster to be displayed at his training station, in the classroom and in the school (if appropriate).

Each student will interview the person in charge of safety at his training station to find out the procedures to follow in case of an accident
- obtaining care
- reporting accident etc.

Set up the room with some unsafe conditions and see if the students will observe and correct the conditions.

Have students role play the actions that they would take in case of sudden unexpected accidents at their training stations. Have other students evaluate the action.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

practices appropriate sanitation procedures as evidenced by performance on the job.

CONTENT

2

The health and safety of customers and fellow employees is protected when employees practice appropriate sanitation procedures related to
- dress
- grooming
- health habits
- characteristics of the product (food, upholstered furniture etc.)

LEARNING EXPERIENCES

Each student will review basic resources to obtain information about the basic sanitation procedures for his career interest area.

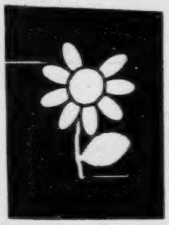
Invite a representative of the state or county health department to explain health regulations applying to each of the career areas in home economics. Students will discuss the reasons for the regulations and means to help each student remember and use the suggested procedure.

Students will develop a check list on which to evaluate their own behavior related to sanitation.

Students in each career area will obtain and study the codes which relate to their area
- purpose of code
- how the code is enforced
- penalty if code is not followed
- consequences to customers if code is not followed

Each student will prepare a poster for display at the training station, with the permission of the employer, to remind fellow employees about sanitation procedures.

TEACHER COMMENTS



SAFETY AND SANITATION

REFERENCES

American National Red Cross. American Red Cross First Aid Textbook. New York: Doubleday and Company, Inc., 1957.

Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

Safety Standards -- bimonthly periodical, 1 yr. subscription, $1.00

Instructor Institute: Safety in Industry, Instructor Outline. 1970 2903-0056, 60¢

The Challenge to Supervisors....Making Young Workers Safe Workers. 1966, 2903-0003, 10¢

Sizing Up Machines for Safety. 1965. 2903-0065, $1.00

The Fundamentals of Accident Prevention. 1969, 2903-0020, 15¢.

Safe Working Surfaces. 1967. 2903-0042, 35¢.

Preventive Maintenance for Safety. 1967. 2903-0040, 25¢.

Job Hazard Analysis. 1967. 2903-0038, 25¢.

Accident Cause Analysis. 1965, 2903-0028, 20¢.

Appraising Safety Performance. 1965. 2903-0027, 20¢.

Handling Materials Safely. 1967. 2903-0041, 40¢

Preventing Injury From Falls and Falling Objects. 1969, 2903-0103, 10¢.

Conducting a Job Hazard Analysis. 1967. 2903-0089, 10¢.

Accident Causes. 1969. 2903-0088, 10¢.

Accident Cost Control. 1969. 2903-0098, 15¢.

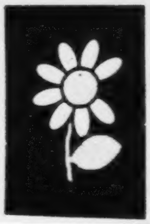
Safeguarding Machinery. 1969. 2903-0095, 10¢.

Elements of a Safety Program. 1970. 2903-0102, 15¢.

Safety Training Techniques in the Classroom. 1970. 2903-0100, 10¢.

Good Housekeeping for a Successful Safety Program. 1969, 2903-0090, 10¢.

Food Service Operations, Stock No. 0530-421-0000. (Chapter 2 - Sanitation, Chapter 3 - Safety)



FOR RECORDING IDEAS AND SUGGESTIONS FOR FURTHER DEVELOPING THE FRAMEWORK FOR HOME ECONOMICS RELATED OCCUPATIONS! ! ! ! ! ! ! !

(Based on your experience in teaching a Home Economics Related Occupations program please jot down ideas that you would be willing to share with others teaching in this program. To everyone that sends in a form we will send a copy of the suggestions received from all other teachers that month. PLEASE SHARE WITH US SO WE CAN ALL GROW.)

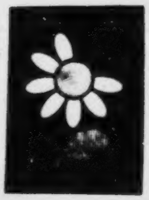
PLEASE ADD SUGGESTIONS IN THE FOLLOWING AREAS -- AS THEY SEEM SIGNIFICANT TO YOU.

Curriculum area; ______________________________

OBJECTIVE

CONTENT

LEARNING EXPERIENCES



Name ______________________
Address ______________________

When you have completed this form please fold the page closed and staple shut. Then attach a stamp and send to the address found on the reverse side.

Thank- you.

NURSES-AIDES
Attendents for attractive guest lodge. Hours from 11 p.m. to 7 a.m. & 3 p.m. to 11 p.m. Loc. 7th St. & Missouri Call 277-9492

APPLICATIONS taken for pressers. Du-Pree's Laundry, 1001 3rd St.
D-8-J-20

Wanted a cafeteria manager at the Pima School and one helper. If interested, apply at the Office of Superintendent between the hours of 9 a.m. and 4 p.m. Work to begin with the 1972-73 school term
2tc 6-14

EXECUTIVE HOUSEKEEPER linen experience & hospital experience helpful. Salary commensurate with background. Contact St. Mary's Hospital Personnel Dept. 1601 W. St Mary's Rd. 622-5833.

COOK
Immediate opening. Knowledge of institutional & special diets preferred Full fringe benefits. Apply Mon. - Fri., 8 - 5 p.m.
MADISON SOUTH MA 4-1161
E17 - 8th Ave.

142
HELP WNTD, FEMALE

FOUNTAIN Help wanted. Apply in person. Defender Drug Store. 7131 N. Oracle Rd.

2 COUNTER GIRLS WANTED. 2 shifts open — 12-8 and 3-8. Inquire 201 E. Broadway.

DRAPERY WORKROOM
Need tablers, blind stitch or overlock operators, fancy work, swags, pillows, fan folders. Ideal working conditions. All company benefits. OSCAR LEVERANT DRAPERIES, 801 W. Indian School. CR 7-9000.

$160/200 WK
PARTY CHIEF SER CR
Call Gil Lukin 254-5151 Mon/Tues
Snelling & Snelling 111 W Monroe

WOMAN for day care center. Must be able to handle cleaning & light cooking. Also need competent person for 2 & 3 year old group. Experienced preferred. Call 298-8439 or 793-2546.

EXPERIENCED Florist Only. Top wages, excellent working conditions. State age and experience. Write Box D-44 care this newspaper.

EMPLOYMENT
300 349

WORK SIMPLIFICATION

EXPERIENCED DECORATOR CONSULTANT. Car required for personal customer contact. Apply personnel office, Sears, Roebuck and Co. 5950 E Broadway. An equal opportunity employer

WANTED TEACHER for Kindergarten television show. Must be attractive, college education required. Experienced in TV, radio, or teaching helpful but not necessary. For interview call 792-9933, Monday June 26th only

APARTMENT MANAGER
mature couple, prefer retired, bookkeeping, maintenance, 38 units, apartment plus salary. 623-9975.

OBJECTIVE

THE STUDENT:

is able to make efficient use of energy and time resources in performing duties at the training station as evidenced by performance on the job.

CONTENT -1

The management of energy, time and materials promotes an employee's efficiency on the job.

LEARNING EXPERIENCES

Each student will review basic resources to obtain information about the principles related to work simplification procedures.

Each student will complete a task at his training station while another student carefully details each step the student takes, each piece of equipment that he uses and the time. The student will be given the time and motion study and will carefully examine the written observations to determine
- if there were unnecessary steps that could have been eliminated?
- if energy could have been saved by assembling more materials before he started to work?
- if he utilized the best tool for the job?
- if both hands were used whenever possible?

At least one other member of the career interest group will examine the study and the student's analysis to see if additional suggestions can be made.

**Each student will record additional tasks which he completes by using work simplification procedures on the job.

TEACHER COMMENTS

OBJECTIVE

THE STUDENT:

is able to utilize body mechanics to avoid undue strain on his body in performing duties at the training station as evidenced by performance on the job.

CONTENT

Body mechanics principles are the basis for safe and effective work method designs which prevent damage to the body and reduce the chances of fatigue for the worker.

LEARNING EXPERIENCES

Each student will review basic resources to obtain information about the principles related to body mechanics principles.

All students in the class will be requested to step to the front of the group and

1. lift a heavy box
2. lift a heavy stack of dishes from a chair
3. move a heavy object across the room.

The procedures that each student uses will be evaluated to see if they

- protect the natural spring of the spinal column
- keep the natural balance of the body
- take advantage of force of gravity
- take advantage of leverage
- push or grasp heavy weights near the center of the heaviest part
- use large, strong muscles of the legs to move heavy objects

All the students will suggest a list of principles to remember and will identify at least one place they could use the principle in their training station work.

**Each student will be continually alert to situations in which he can apply body mechanics principles at his training station.

TEACHER COMMENTS

WORK SIMPLIFICATION

REFERENCES

Bratton, Esther Crew. *Home Management Is...* Boston, Massachusetts: Ginn and Company, 1971.

Fitzsimmons, Cleo and White, Nell. *Management for You*. Chicago, Illinois: J. B. Lippincott Company, 1958.

Gross, Irma and Crandall, Elizabeth Walbert. *Management for Modern Families*. New York: Appleton-Century-Crofts, 1963.

Hospital Research and Educational Trust. *Training the Housekeeping Aide*. Washington, D. C.: Robert J. Brady Company, 1971.

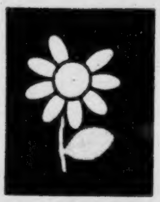
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402.

Get Your Legs in the Act of Lifting. 1965, 2903-0062, $1.00.

Safe Lifting. 1969, 2903-0093, 15¢.

Teach Them to Life. 1970. 2903-0006, 25¢.

Mechanics for the Safety Man. 1969, 2903-0017, 25¢.



FOR RECORDING IDEAS AND SUGGESTIONS FOR FURTHER DEVELOPING THE FRAMEWORK FOR HOME ECONOMICS RELATED OCCUPATIONS! ! ! ! ! ! ! !

(Based on your experience in teaching a Home Economics Related Occupations program please jot down ideas that you would be willing to share with others teaching in this program. To everyone that sends in a form we will send a copy of the suggestions received from all other teachers that month. PLEASE SHARE WITH US SO WE CAN ALL GROW.)

PLEASE ADD SUGGESTIONS IN THE FOLLOWING AREAS -- AS THEY SEEM SIGNIFICANT TO YOU.

Curriculum area; ______________________________

OBJECTIVE

CONTENT

LEARNING EXPERIENCES

Name ______________________
Address ______________________
____

When you have completed this form please fold the page closed and staple shut. Then attach a stamp and send to the address found on the reverse side.

Thank- you.

BEST COPY AVAILABLE

LIGHT Counter work in very pleasant donut shop. Prefer 18 years or over with experience. Will train. Dunkin' Donuts - 2760 4th Ave.
D-8-J-19

EXPERIENCED STAGE COACH Driver. Several positions open-full or part time. Call Old Tucson, Mike Morse, 792-3100

116
HELP WNTD, Male-Fem.

Restaurant Manager Trainee

For Nationwide Chain

Must be willing to relocate after intensive training program.

- Exceptional starting salary + exceptional employee benefits.
- Managers bonus plan plus profit sharing

Call for appointment 793-9311 ext. 49

HELP wanted: Busboys. Apply in person at Caruso's, 4 to 6 p.m.

POSITIONS available for food service workers Call St Mary's Hospital, Personnel, 622-5833, Ext. 707.

LAUNDRY or garment factory experience. Pressing room supervisor to manage finishing department of Sun Ray of Arizona. Responsible position. 258-5212.

HOUSEKEEPER

Immediate opening - Experience preferred. Pleasant working conditions. Full fringe benefits.
MADISON SOUTH
E17 - 8th Ave. MA 4-1161
Equal Opportunity Employer

COFFEE SHOP COOK

Breakfast shift, fast and neat. Prefer married men willing to relocate to the northern Arizona mountains. Permanent, full time, year round job. 1-537-2687.

WANTED meat cutter, McNary General Store, McNary, Arizona, located in the scenic White Mtns. Equal opportunity employer. Excellent hospitalization & medical benefits. Excellent fishing, hunting & skiing. Contact H. M. Orem, Mgr. at 602-334-2387, 7:30 to 6, Mon. thru Sat.

MAID-Full time, 6 day week. $1.70 per hour starting. Experience preferred, but not necessary. Must be able to work weekends. Apply in person, Vista Del Sol Motel, 1458 W. Miracle Mile.

173—Help Wanted
Female—Salaried Jobs

MAIDS for hotel work. Experienced. [illegible], ext. 113 before 9 a.m.

HEAD CHEF — permanent year round position. Fine resort hotel. Call for appointment. 325-3366

CERTIFIED KINDERGARTEN teacher and aides for All Seasons Child Care. Apply at 6425 S. Pacheco

142
HELP WNTD, FEMALE

COOK OR COOK HELPER
3 p.m. to 10:30 p.m. shift, experience preferred. Top pay, no Sundays. Apply in person Double L Restaurant, 1830 S. 4th Ave.

Immediate Openings

If you can answer 4 out of 5 questions YES, we have an opening for you.
1. Are you ambitious?
2. Are you neat in appearance?
3. Would you like to learn a new trade?
4. Are you mechanically inclined?
5. Can you start at $150 per week?
Phone for a personal interview between 9 and 12 a.m. Monday only, 793-8815.

DRAPERY WORKROOM

Need seamstresses, tabler, overlock or blind stitch power machine operators. Fancy or swag sewer. Steady all company benefits. OSCAR LEVERANT DRAPERIES, 801 W. Indian Sch. CR7-9000.

SEAMTRESS for production. Top wages. Many fringe benefits. Five day week. Apply in person, Arizona Uniform Rental 621 South 1st Avenue.

OBJECTIVE

THE STUDENT:

is able to accept leadership roles as /
evidenced by performance in HERO activities. /

CONTENT &1

HERO club activities offer a wide variety of opportunities for members to accept leadership roles
- officers
- committee members
- meetings
- activities

LEARNING EXPERIENCES

The members of the class will study the HERO state constitution and list potential leadership offices within the structure of the organization. Following the procedures identified by the group election of officers will take place. (Appendix &1)

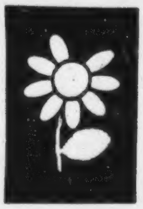
Members of the HERO club will define and develop activities to extend the classroom learnings and to provide opportunities for leadership by members during the year.The objectives and activities will most likely take the form of a Program of Work.

As the HERO club is integrated into the classroom setting learnings related to such topics as parlimentary procedures, public relations etc. can be developed to provide the basis for the further development of individual members.

**Each student will list his opportunities for involvement in leadership positions in HERO and will evaluate his performance in the position. Periodically the adviser will meet with each member to discuss his own individual development.

Whenever possible students will be encouraged to participate in regional and state activities of the HERO club.

TEACHER COMMENTS



OBJECTIVE

THE STUDENT:

is able to communicate with community and business leaders related to Home Economics Related Occupations as evidenced by performance in HERO public relations activities.

CONTENT

HERO club activities offer a wide variety of opportunities for members to interact with leaders
- business
- community

LEARNING EXPERIENCES

A guest speaker will be invited to discuss public relations with the members of the club. The club will follow the presentation with role playing of some of the suggestions made by the speaker. Each member of the club could make plans for at least one way to carry out one public relations activity.

Each HERO club member could interview three persons in his career interest area to discover more about his area of interest. During the interview he could also present information about the HERO program so that communication could truly be a two-way street.

The HERO club could plan to sponsor a special event (breakfast, lunch, or dinner) to explain to their employers the total program related to Home Economics Related Occupations. Each member should be a part of the planning, development and final completion of the program.

**Individual members should keep a series of notes on opportunities which they find to explain about the HERO program. They could also keep the comments and questions asked to help identify where common misconceptions about the program are most evident.

Specific activities could be provided for younger children also to assist them with identification of specific career interests.

TEACHER COMMENTS

REFERENCES

Baker, Marion. "Hero-FHA: An Enrichment for Home Economics," *What's New In Home Economics*. Volume XXXVI, No. 2, p. 39.

Johnson, Larry W. "Vocational Youth Clubs and the Learning Experience," in *Contemporary Concepts in Vocational Education* edited by Gordon F. Law. Washington, D. C.: American Vocational Association, 1971.

Muessig, Raymond H. *Youth Education: Problems/Perspectives/Promises.* Washington, D. C.: Association for Supervision and Curriculum Development, National Education Association, 1968.

Smith, Wesley T. "FHA Enthusiasm, Conviction, Committment." *Teen Times*. Vol. 27: 20-21. May, 1972.

RESOURCE PERSONS

State HERO Adviser Arizona Department of Education Division of Vocational Education Home Economics Section 1535 W. Jefferson Street Phoenix, Arizona 85013	1972-73	Mrs. Barbara Border
State FHA Adviser Arizona Department of Education Division of Vocational Education Home Economics Section 1535 W. Jefferson Street Phoenix, Arizona 85013	1972-73	Mrs. Lettie Cale

HERO Facts

HERO is . . .

. . a co-curricular organization which further develops the skills and attitudes necessary for career goals.

. . community involvement with professionals, para-professionals and business people associated with home economics related occupations.

HERO is . . .

. . state organization formed by occupations students and teachers during 1971-72 consisting of local chapters. HERO is sponsored by the Arizona Department of Education.

. . nationally affiliated with HERO/FHA. During 1971-72, Arizona HERO had a national officer.

Benefits of HERO are . . .

. . local chapters for publicizing program and developing leadership.

. . regional meetings for students to meet together by career interest area.

. . State Leadership Conference for students to demonstrate their skills, tour industries, and hear outstanding speakers.

. . materials for individual growth and leadership.

Join HERO by . . .

. . Paying dues per member

Local	(established by local chapter)
State	$ 1.00
National (for additional benefits)	$ 1.00

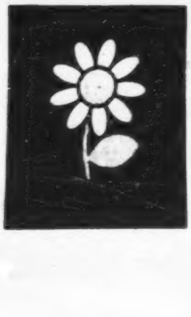
The HERO motto is . . .

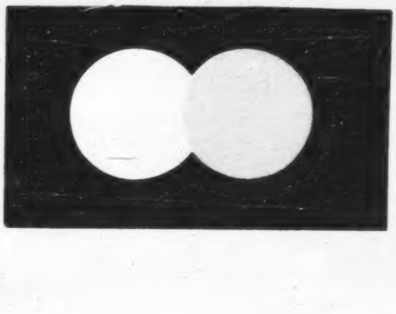
"Today Is The Beginning Of Tomorrow"

The HERO colors are . . .

yellow and white.

The HERO flower is a daisy.





STATE DIVISION OF VOCATIONAL EDUCATION
Arizona Association of HERO

CONSTITUTION

ARTICLE I. NAME. The organization shall be known as the Arizona Home Economics Related Occupations (HERO) Club.

ARTICLE II. PURPOSES: The purposes of the organization shall be as follows:

To develop a sense of civic responsibility and social awareness through involvement in school and community activities;

To broaden, strengthen and test home economics related career interests;

To develop self-respect, confidence and responsibility through leadership and decision-making activities;

To teach the importance of and develop the ability of balancing social and business activities;

To provide a means for members to understand, and communicate with each other, adults and the business community;

To further skill development through activities related to the various areas of Home Economics Related Occupations;

To involve members in assuming active citizenship.

ARTICLE III. ORGANIZATION.

Section A. The sponsor of the organization is the Arizona Department of Education, Division of Vocational Education.

Section B. The Arizona Association shall consist of five districts, each composed of certificated chapters.

Section C. Chapters may be chartered in schools having organized instruction in any of the various segments of home economics related occupations. The chapter shall be composed of students who possess the qualifications of membership. When the application is approved, the state adviser for HERO shall issue a charter to the chapter.

ARTICLE IV. MEMBERSHIP.

Section A. Membership in this organization shall be of three kinds: 1) active, 2) associate, 3) honorary.

Section B. The active membership of the Arizona Association of the Home Economics Related Occupations Clubs (HERO) shall be individual members, in good standing, from chartered chapters and shall be regularly enrolled in a home economics related occupational course in grades 11-14 to initiate their membership. Members may retain their active membership continuously throughout their school career of grades 11 to 14 and for two years after leaving school.

Section C. Only active members shall vote and hold office.

Section D. Associate members: 1) may be former active Arizona HERO Club members; 2) may be interested persons recommended by the local chapter and approved by the State Executive Board; 3) will have the privilege of attending any HERO Club meeting and events.

Section E. Honorary memberships may be held by persons who have made an outstanding contribution to HERO and who have been recommended by a local chapter and approved by the State Executive Board. The criteria for and number of honorary memberships shall be determined by the State Executive Board. Honorary memberships shall be awarded annually.

ARTICLE V. OFFICERS.

Section A. The officers of the State Association shall be a president, vice president, secretary, treasurer, historian-parliamentarian, and a public relations officer. The officers shall perform the usual duties of their respective posts.

Section B. The student officers, as described in the bylaws, and the State Adviser shall constitute the Executive Board of the State Association. The Executive Board of the State Association shall have full authority and control over the Association, subject only to such regulations and bylaws as may be adopted by the State Association at any convention.

Section C. The officers shall be elected annually by a voting delegation.

Section D. The State Adviser shall be a member of the home economics state staff.

Section E. The officers of the District shall consist of the chairman of the District and the District Committee.

Section F. Chapter officers shall consist of a president, vice president, secretary, treasurer, public relations officer. Other officers may be designated if desirable and some posts may be combined. The teacher of the home economics related occupations class shall be the chapter adviser. Officers of the local chapter shall be elected annually from the membership of the related occupations class.

ARTICLE VI. FINANCES.

Section A. Dues shall be paid by all active and associate members. Dues shall be set by the State Executive Board. The state treasurer shall report at a set time annually as established in the bylaws as to which chapters have paid their dues. These chapters shall be designated as chapters in good standing.

Section B. Upon recommendation of the State HERO Adviser and approval of the State HERO Executive Board, donations and sponsorships may be accepted from interested organizations and persons.

Section C. A budget shall be prepared annually and submitted to the State Executive Board.

Section D. The accounts of the State Treasurer shall be audited each year by an auditing committee appointed by the President.

ARTICLE VII. AMENDMENTS.

Section A. Proposed amendments to the State Constitution or Bylaws must be submitted in writing by authorized representatives of the local chapters to the State Executive Board at least 60 days prior to any state convention of the HERO Clubs. These proposed changes must be submitted to all the chapters at least 30 days prior to the next succeeding state convention, be reviewed by the State Executive Board, and submitted by them to the delegates at the state convention with recommendations. Amendments may be adopted or revisions may be made in the state convention by a two-thirds vote of the voting delegates present at any regular session providing they represent a quorum.

ARTICLE VIII. DISTRICT MEETINGS AND STATE CONVENTIONS.

Section A. District meetings shall be held at least once annually. The number of meetings shall be determined by the district committee with the approval of the State Adviser. The place shall be determined by the District Committee.

Section B. There will be at least one state convention held annually, except in cases of extreme emergency. The time and place of the state meeting will be determined by the Executive Board.

BYLAWS

ARTICLE I. DUTIES OF STATE OFFICERS.

Section A. The President. It shall be the duty of the President to preside over state conventions of HERO, and over all meetings of the State Executive Board. The President shall call at least one state convention each year on such date and at such place as determined by the Executive Board. The President shall have the privilege of appointing committees and serving as an ex-officio member of these committees.

Section B. The Vice President. It shall be the duty of the Vice President to serve in any capacity as directed by the President, to accept the responsibilities of the presidency as occasions may demand; and will be available as necessary in promoting the general welfare of HERO.

Section C. The Secretary. The Secretary shall perform the duties common to such an office, such as keeping an accurate record of the sessions of the state convention and of the meetings of the State Executive Board, one copy of which shall be given to the State Adviser for the permanent files, and one copy to be kept for the Secretary's files. He shall perform such other duties as he is directed to perform by the State Executive Board or the State Adviser.

Section D. The treasurer. It shall be the duties of the Treasurer to be chairman of the budget committee under the direction of the State Adviser. He shall make an annual report on the condition of the treasury to the convention and the Executive Board.

Section E. The Historian. It shall be the duties of the Historian to keep a record of the activities and meetings by compiling an official State HERO Scrapbook which will be kept as a permanent record by the State Adviser.

Section F. The Parliamentarian. It shall be the duty of the Parliamentarian to determine that the meetings and procedures are carried out in proper order.

Section G. The Public Relations Officer. It shall be the duties of the Public Relations Officer to disseminate and create a positive image for the HERO Club.

ARTICLE II. ADVISORY COMMITTEE. There shall be a State Advisory Committee consisting of at least

1. Two students (on an alternating basis from different districts)
2. Two chapter advisers and/or chapter parents (on the same basis as the students)
3. One public relations person
4. One adult active in civic or community group activities
5. State Adviser for HERO (shall serve as secretary)
6. One employer
7. A teacher educator
8. One professional each from ASVA, AzHEA
9. One representative from the Arizona Business, Industry and Education Council or similar organization
10. Ex-officio - Associate Superintendent of Vocational Education

The purposes of this committee shall be:

1. To provide assistance for programming of club;
2. To participate in evaluation;
3. To assist in maintaining communication between adults and youth, industry and education;
4. To assist organization with large projects;
5. To assist with public relations.

ARTICLE III. OTHER COMMITTEES.

Section A. The Public Relations Committee shall consist of the state and chapter public relations officer. The duties of this committee shall be to disseminate information and to promote a positive image for the HERO Club.

Section B. The Proficiency Committee shall consist of persons qualified to evaluate criteria for proficiency events in the different occupational areas. Their duties shall be to set up the proficiency events at the state level.

Section C. The Scholarship Committee shall consist of at least one state advisory committee member, one chapter adviser, one student member, and others as appointed by the State Adviser.

ARTICLE IV. ELECTION OF OFFICERS.

President and Vice President shall be elected at large prior to the first district meeting of the fiscal year. One state officer shall be elected from each district to fill the offices of Secretary, Treasurer, Parliamentarian, Historian, and Public Relations Officer. A committee composed of some state advisory committee member and others will determine which state office each shall fill.

NEXT STEPS

FOR RECORDING IDEAS AND SUGGESTIONS FOR FURTHER DEVELOPING THE FRAMEWORK FOR HOME ECONOMICS RELATED OCCUPATIONS! ! ! ! ! ! ! !

(Based on your experience in teaching a Home Economics Related Occupations program please jot down ideas that you would be willing to share with others teaching in this program. To everyone that sends in a form we will send a copy of the suggestions received from all other teachers that month. PLEASE SHARE WITH US SO WE CAN ALL GROW.)

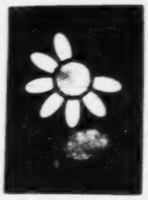
PLEASE ADD SUGGESTIONS IN THE FOLLOWING AREAS -- AS THEY SEEM SIGNIFICANT TO YOU.

Curriculum area; ____________________

OBJECTIVE

CONTENT

LEARNING EXPERIENCES



Name ____________________
Address ____________________
____

When you have completed this form please fold the page closed and staple shut. Then attach a stamp and send to the address found on the reverse side.

Thank- you.

142
HELP WNTD, FEMALE

LUNCHEON HOSTESS. 12 to 2 Monday through Friday. Apply in person. Kon Tiki. 4625 E. Broadway.

Job Placement Picture Brighter

WAITRESS/COOK
Know how to prepare turkey-chicken-salads. Call Fred 24[illegible]-0102.

WOMAN needed. Full time. 21 or over. Apply Glenwood Day School. 888 N. Orange, Mesa.

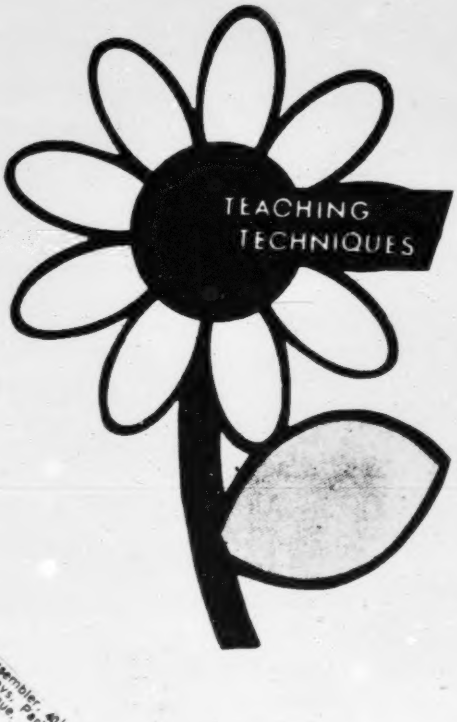
Career education benefits cited

FASHION CAREER
OPPORTUNITY
Cosmetic subsidiary of General Foods seeking attractive people to teach makeup with high earnings potential. If you would enjoy learning professional beauty techniques & sharing that knowledge with others phone 943-0055 for personal interview.

DRY CLEANING
Marker
Experience preferred but not required. Apply in person Supreme Cleaners, 2332 N Stone.

NEED 6 women for teaching professional make-up and fashions. Will train average $3-6 hourly. Careers available. 937-3412.

STEADY attractive waitresses for new Mexican food restaurant, lunches and split shifts. 4218 North Scottsdale Road.



GRANTS
KNOWN FOR VALUES

Grants needs restaurant help
Food Handler

Part time utility boy

Grant's fast growing restaurant, offers liberal benefits, fine retirement plan, friendly working atmosphere.
An equal opportunity employer
APPLY immediately W. T. Grant, 1240 E. Main, Mesa.

DRYCLEANING assembler, 40 hours, vacation and holidays, Paris Laundry, 4130 North 7th Avenue.

HELPs

HELPS is the name adopted for Home Economics Learning Packages developed by the American Home Economics Association. Only the most basic ideas will be presented here related to these packages. For further information about packages currently available and/or format write to:

HOME ECONOMICS LEARNING PACKAGES
American Home Economics Association
2010 Massachusetts Avenue, N. W.
Washington, D. C. 20036

A basic lesson for a HELP is developed around the following important segments:

OBJECTIVE. The statement of the objective provides the student with the specific information as to exactly what he will be able to do or know when he has completed the lesson. This is his only guide as he progresses through the lesson as to what is important in the various learning activities so it needs to be clearly stated.

List the three most important reasons for obtaining further job training.

Given a basket of soiled items you will sort them into three piles according to type of soil as you load the washing machine on your job.

COMPONENT IDEA. This is the central idea upon which the lesson is to focus. In Arizona we have worked a great deal with conceptual statements. This is not a conceptual statement. In the teacher's section would be a conceptual statement but here you would have a very simple idea. By the end of the lesson the student will hopefully be able to make a complete statement about the idea that he himself has developed but not one that is presented to him.

For the above objectives the component ideas might be:

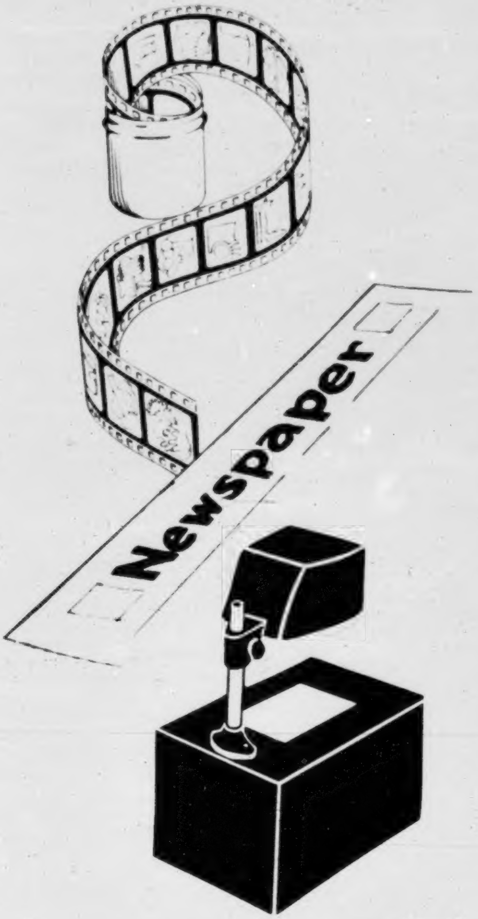
A. Reasons for obtaining further job training

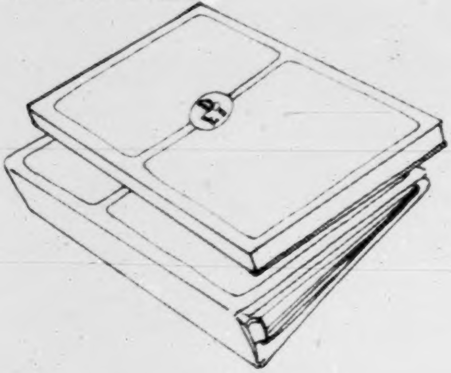
B. Sorting items to be laundered

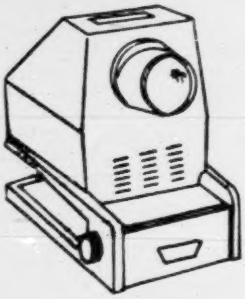
Learning Activities. This is a compilation of the learning activities which a student might be involved with in achieving the objective of the package. There should be as large a variety of learning possibilities as possible so that students could select the ones that most closely relate to his learning style.

There may be times when a variety simply is not possible but whenever it is at all possible activities should be identified. After students have finished a lesson they can often suggest learning activities which might be added to the lesson.

The instructions are very important as students look at the activities. There will be times that all students will have to do a particular activity because you simply can't find any other alternatives. Your instructions would need to indicate this. At other times students would be free to select from any of three activities -- all of which would provide the same information. Your instructions would need to indicate this.





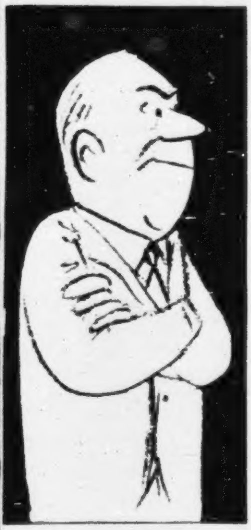


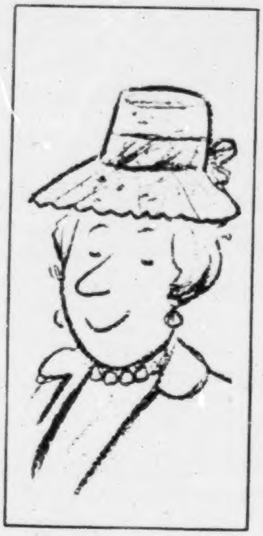
Evaluation. Each student is provided with three opportunities to evaluate his own knowledge, skill or attitude relative to the HELP.

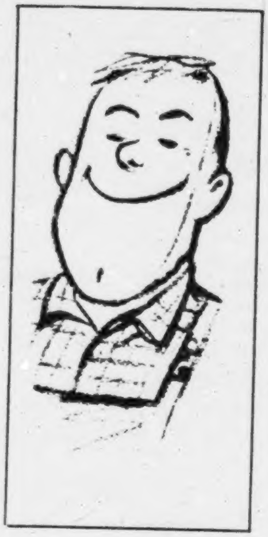
1st Pre-tests are developed to assist the student to decide if he already possess the knowledge, skill or attitude to be developed in the HELP.

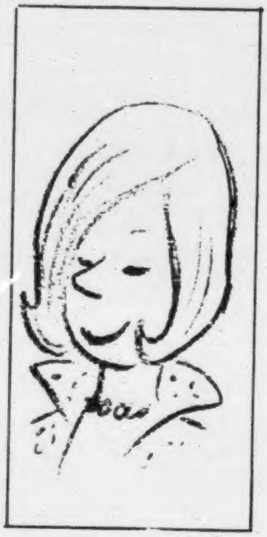
2nd Self-tests provide the student with the opportunity to check his own growth related to the objective. If he does well on the self-test then he is ready to go on to the post-test. If he does not do well then he may decide to go back and do additional learning activities or to redo some of the ones that he had done earlier.

3rd Post-tests are the final check on the growth which the student has made during HELP lessons.









PICTURE PEOPLE TO PLEASE . . .

This device can serve a variety of purposes in your classroom. To initiate the procedure you will:

* select a wide variety of pictures that could represent the persons that an employee in a career interest area might need to serve during the course of his employment.

* provide a situation for each picture with a few, brief descriptive sentences. The situation will set the stage for the employee to react to the person pictured. The more reality that you can give to the situation the better. Some of the situations may be ones that your students have related to you through conferences or written reports.

* present the picture and the situation to the student and provide them with sufficient time to decide how to handle the situation. Students may share their pictures and reactions with other members of the class to identify the variety of ways that similar situations are viewed and handled by various persons in the class. This may provide the student with alternative ways to handle the situation if he ever encounters it on the job.

* an additional use of this device could be to add additional information about the person in the picture after the student has stated his action to see if students can be assisted to think of a variety of human factors which can influence the persons they work with. The person could have just lost their job, had an accident, have a bad headache etc.

Q SORT

This technique centers on the sorting of decks of cards called *Q sorts*. The decks of cards may consist of any number and may relate to any subject or area that you wish. A deck of cards related to some specific object -- verbal statements, attitudes toward work, characteristics of an employee, characteristics of work situations -- would be presented to an individual and the individual would be asked to sort the cards related to a specific criterion.

An example might be that you have selected a group of cards related to the characteristics of various jobs. These cards could be handed to an individual and he could be instructed to sort the cards into two piles. In one pile he could place the cards that describe the characteristics of the jobs that he most wants. In the other pile he could place the characteristics of the jobs that he wants least. This type of sort may assist the student to clarify the values that he has related to certain job characteristics.

Individuals could also sort on a variety of continuums as:

like me * * * * *not like me*

approve of * * * * *don't approve of*

would do * * * * *wouldn't do*

believe in * * * * *don't believe in*

and many others depending on the purpose of the sort in your classroom.

The sorts can be further structured by identifying the number of cards that you wish placed on specific points on the continuum. Given 60 cards a student might be asked to place 10 cards on one end of the continuum related to characteristics of the job he would most like to have. He might place 10 on the end of the continuum related to characteristics of the job he would like least to have. The other cards might be in the middle or might be divided into three more sorts.

Once the cards are sorted you might also ask students to place them in rank order. In this situation the student would take the 10 cards related to characteristics of jobs he wanted most and would place them in the order of importance to him.

The advantage to this kind of technique is that it encourages each student to sort according to his own beliefs and characteristics. There are no absolute right or wrong answers except for the student himself.

FOR RECORDING IDEAS AND SUGGESTIONS FOR FURTHER DEVELOPING THE FRAMEWORK FOR HOME ECONOMICS RELATED OCCUPATIONS! ! ! ! ! ! ! !

(Based on your experience in teaching a Home Economics Related Occupations program please jot down ideas that you would be willing to share with others teaching in this program. To everyone that sends in a form we will send a copy of the suggestions received from all other teachers that month. PLEASE SHARE WITH US SO WE CAN ALL GROW.)

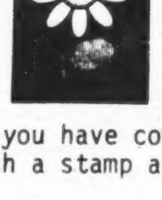
PLEASE ADD SUGGESTIONS IN THE FOLLOWING AREAS -- AS THEY SEEM SIGNIFICANT TO YOU.

Curriculum area; ______________________________

OBJECTIVE

CONTENT

LEARNING EXPERIENCES

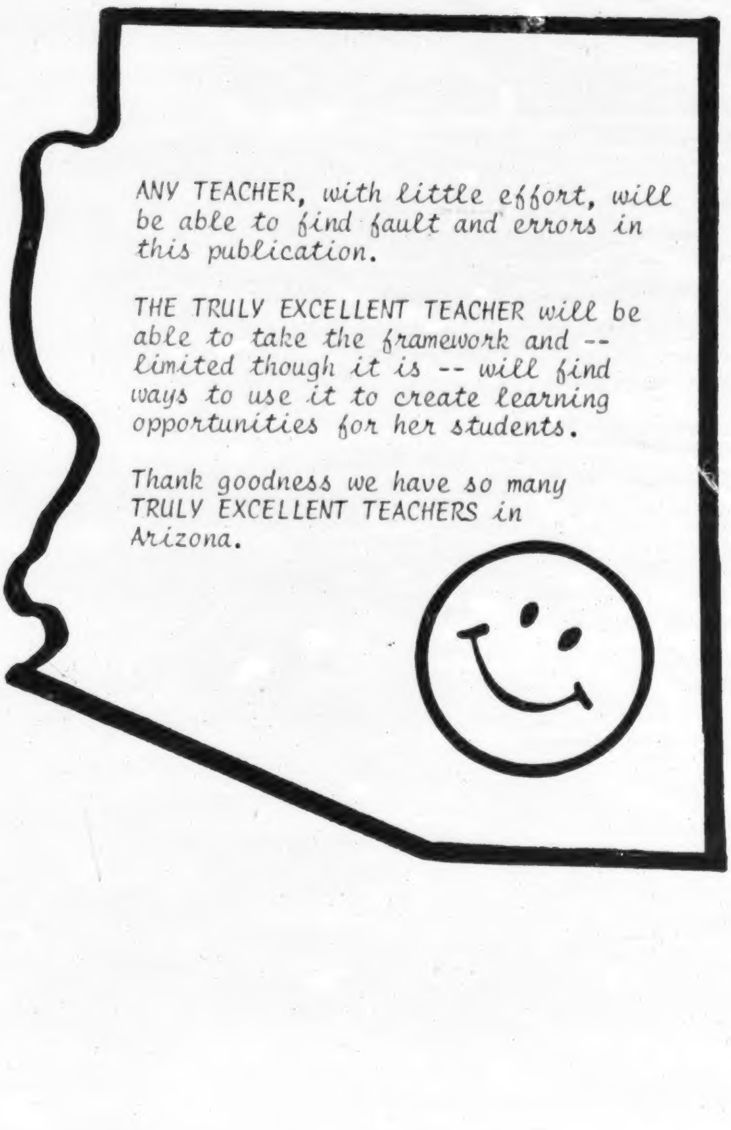


Name ______________________
Address ____________________

When you have completed this form please fold the page closed and staple shut. Then attach a stamp and send to the address found on the reverse side.

Thank- you.

Food for Thought



ANY TEACHER, with little effort, will be able to find fault and errors in this publication.

THE TRULY EXCELLENT TEACHER will be able to take the framework and -- limited though it is -- will find ways to use it to create learning opportunities for her students.

Thank goodness we have so many TRULY EXCELLENT TEACHERS in Arizona.